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This file is closed as of
December 31, 1974.
For further correspondence,
please see 1975/77 files.

LT-UNESCO/SBDD COOP.
PROGRAM

December 20, 1974

Dear Mr. M'Bow:

I have just received your letter of December 3, 1974, and am pleased to learn about the good reception given to our Cooperative Program by your General Conference. Now that you have been authorized to continue the Program, we can get on with the review that you have suggested. Indeed, our staff has already begun internal discussions, looking towards such a review.

With best personal wishes,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Amadou-Mahtar M'Bow
The Director-General
United Nations Educational,
Scientific and Cultural
Organization
Place de Fontenoy, 7
F 75700 Paris, France

MLHoffman/pnn

cc: Mr. McNamara's files (2)
Mr. Ballantine
Mr. Carriere
Mr. Merriam

LD-UNESCO
✓ A: LD-UNESCO/BANK COOP PROGRAM
CO-OP-EDUCATION

December 19 1974

Mr. John E. Fobes
The Deputy Director-General
United Nations Educational,
Scientific and Cultural
Organization
7 Place de Fontenoy
F 75700 Paris, France

Dear Jack:

I am sorry you felt our Education Sector Paper did not adequately refer to Bank/Unesco cooperation in the sector. The version that I gave you was a draft and I think you will find that the published version, which is now in the press, will go some way to meet your point. But I would not claim that it goes as far as you, or for that matter I, would like. This is a perennial problem in Bank publications. We are under great pressure to keep them modest in size and concentrated on the Bank's approach and activities rather than to make them treatises on the subject. As you know, we have produced or are in the process of producing papers like this on nearly every sector in which the Bank has substantial operations.

Of course I share your hope that we can build on the basis of the present Cooperative Programs, in which we have taken considerable pride, a firmer and more relevant relationship. I have just received Mr. M'Bow's letter of December 3 to Mr. McNamara confirming his desire to review the Cooperative Program. We have already begun our internal discussions and I hope we will be ready for talks with your people early in the New Year.

Sincerely,

Michael L. Hoffman
Director
International Relations Department

MLHoffman/pnn *M.L.H.*

cc: Mr. Ballantine
Mr. Merriam

LT-UNESCO
✓ CC: LT-UNESCO/LSRD Coop. Program

December 10, 1974

Mr. Amadou Mahtar M'Bow
Director General
UNESCO 5th Floor
Place de Fontenoy
Paris 7
FRANCE

Dear Mr. M'Bow:


This is just a line to thank you very warmly for the kind reception which you gave to me when I passed through Paris recently. As you know we rely very greatly upon the support accorded to our activities by the Bank/Unesco Cooperative Program and I hope that you feel rewarded in seeing the constant expansion and development of our leading activities in the educational sector.

With best regards,

Sincerely yours,

J. Burke Knapp
Senior Vice President, Operations

JBKnapp/ms


c.c. Mr. Carriere
Mr. Ballantine
Mr. Hoffman



795

united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

reference : DG/7341

3 December 1974

Dear Mr. McNamara,

You will, I am sure, be glad to know that at its recent eighteenth session, the Unesco General Conference, when authorising me to continue the co-operative programme established by our two Organizations ten years ago, paid special tribute to the success of the programme. Indeed, many Member States spoke most warmly of the benefits they had derived from it.

Needless to say, it is my firm intention, on taking over as Director-General, to continue this excellent co-operation and, wherever possible, to strengthen it still further. In this connection I am glad that, as agreed during our meeting in Washington earlier this year, our staffs should have already begun a review of the co-operative programme in order to see if and where it can be improved or broadened; and I look forward to receiving any suggestions you may have to make in this matter.

I also hope to have the pleasure of continuing our discussions in the near future. I need hardly say that I would be happy to welcome you here in Paris if such a visit could be arranged. Otherwise I shall look forward to seeing you at the next ACC meeting.

With warm personal regards,

Yours sincerely,

A. M. M. Bow

Amadou-Mahtar M'Bow

Mr. Robert S. McNamara
President
International Bank for Reconstruction and
Development
1818 H Street, N.W.
Washington, D.C. 20433
United States of America

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12/17/74

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WASHINGTON, D.C. 20543
1818 H STREET, N.W.
DEVELOPMENT
INTERNATIONAL BANK FOR RECONSTRUCTION AND
PRESIDENT
MR. ROBERT S. MCNAMARA

1974 DEC 16 PM 12:33
COMMUNICATIONS
SECTION

WASHINGTON-MARTIN M. BOY

K. R. KAM

Yours sincerely,

With warm personal regards,

to seeing you at the next ACC meeting.
That could be extended. Otherwise I shall look forward
I would be happy to welcome you here in Paris if such a
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I also hope to have the pleasure of continuing our

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Dear Mr. McNamara,

DE\1341

3 December 1974

The Director-General

Director of Education, Paris



Organization des Nations unies pour l'éducation, la science et la culture
United Nations Educational, Scientific and Cultural Organization

102

UNESCO/Paris

VLE - UNESCO/IBRD Conf. Paper,
cc LI - FAO/IBRD Conf. Paper
cc LI - WHO/IBRD Conf. Paper
cc LI - UNISD/IBRD Conf. Paper
cc LI - ILO
cc LI - UNFPA December 2, 1974
cc LI - UNICEF

Mr. Clark


Michael L. Hoffman

Cooperative Programs

During the Board discussion of the education sector paper, there were frequent references to the desirability of a close Bank/Unesco relationship. This suggests to me that many members of the Board are not aware of the existence and purpose of the cooperative programs (not surprising, in view of the number of new Directors). As it is likely that similar comments will be made, with respect to a Bank/WHO relationship, when the health policy paper is taken up on Thursday, December 5, I wonder if it would not be a good idea for you to deal with the programs when you speak to the Directors on December 5 as part of their indoctrination.

Attached, in case you agree, is a brief description of the programs.

SEB:tsb



COOPERATIVE PROGRAMS

1. The Bank has entered into "cooperative program agreements" with four United Nations agencies: the Food and Agriculture Organization (FAO), the Educational, Scientific and Cultural Organization (Unesco), the World Health Organization (WHO), and the U.N. Industrial Development Organization (UNIDO). The agreements set out the areas of cooperation, scope of activity, work relationships and financial arrangements. (The texts of the agreements can be found in the "Basic Documents" manual.) In accordance with the requirement of the Bank and IDA Articles that formal arrangements to cooperate with other international organizations must have the approval of the Board of Governors, each of the agreements has been approved by the Bank and IDA Boards of Governors.

2. The agreements with FAO and Unesco date from 1964, when the Bank decided to expand its work in the fields of agriculture and education, and to look for support to the expertise of these technical bodies. The agreement with WHO, which applies to the field of water supply and sewerage, was entered into in 1971; the agreement with UNIDO has been in effect just since the beginning of 1974. The general purpose of these programs is to increase the opportunities for Bank Group financing and to add to the Bank's knowledge of sector needs and investment targets. Under the programs, the partner agency assists governments in identifying and preparing projects which the Bank Group can finance. They also provide staff assistance to the Bank in its studies of economic sectors within their respective fields, as well as for Bank economic, appraisal and supervisory missions.

3. The Bank meets 75% of the costs of agreed work under each of the programs, the remaining 25% being met by the partner agency. In each case, a special unit has been set up within the partner agency to carry out the agreed work under the program. The Bank's actual share for the four programs was \$5.17 million in FY 1974, and is budgeted at about \$5.2 million for FY 1975. The Bank/IDA Annual Report regularly provides data on the number of projects which the cooperative programs helped to prepare, the missions in which cooperative program staff participated, etc. It is a feature of each of the programs that there are periodic reviews of the agreed work program and exchanges of information on activities of common interest.

4. The Bank and WHO have agreed on guidelines for staff working in the population sector, although this area of activity is not the subject of a formal cooperative program. The Bank maintains operational relationships with other U.N. organizations such as the International Labour Office, the U.N. Fund for Population Activities and the United Nations Children's Fund but, because its own work in the fields of these agencies' expertise is not yet substantial in nature, the Bank does not consider a formal cooperative program to be justified in these cases.



LI-UNESCO
UNESCO/IBRD COOP PROGRAM
U.O.A. EDUCATION

united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

747

The Deputy Director-General

reference: DDG/1.1/8050/2/5810

25 November 1974

Dear Mike,

Thank you for giving me a copy of the Bank's draft paper Education Sector Policy (Report No. 561, October 1974). I read it as I flew back to Paris from the ACC session, but our General Conference has kept me from preparing some observations both on the paper and on Unesco's relations with the Bank in serving our common Member States.

I found the Report very helpful in orienting my own thinking about the formidable problems of educational development. The authors have persuasively identified a limited number of key issues which are central to education development strategies. And then they have gone on to sketch out Bank policies and programmes which are responsive and realistic in helping tackle the issues so identified.

I have some difficulty, however, with the Policy paper in relation to the agreement of our two organizations to cooperate with common Member States to develop their national systems of education. This agreement, you will recall, outlines a general rôle each organization is to play. But the Policy paper could be read to imply that the Bank acts as the main, or indeed, the sole adviser to governments on educational matters, including on policy and strategy formulations. Yet Member States also hold Unesco responsible for providing advisory services of this type and debate and pass resolutions at our General Conference on the matter. The passing reference made in the Policy paper to the Bank/Unesco Cooperative Programme, far from elucidating this issue, may create confusion insofar as it may lead Member States to believe that we agree with a new rôle the Bank proposes to play and that there is a new and revised cooperative agreement.

.../...

Mr. Michael Hoffman
Director
International Relations Department
International Bank for Reconstruction
and Development
1818 H. Street, N.W.
Washington D.C. 20433
U. S. A.

FRANK

Member States are sovereign in adopting educational policy and hence in choice of consultative services in education. They may, of course, approach the Bank, UNDP, or Unicef. But where necessary Member States may need to be reminded of distinctions they themselves have ordered (admittedly not always clearly in their resolutions) between Unesco as a repository for international comparative experience in educational development and the funding functions performed by such sources as the Bank and Unicef. There need be no problem of duplication of services, provided that Unesco and each UN funding source itself are in agreement as to respective rôles and missions and that the two act in concert, no matter which partner receives the request from a Member State..

Unesco, as a specialized agency of the UN system and not itself a source of development funds, has tried always to establish productive relationships with each source of aid, whether the source be a multilateral organization or a national donor. This is not always easy, but we have taken considerable satisfaction with the achievements of Unesco's cooperation particularly with the Bank and with Unicef. We hope to extend this success, and look forward to the proposed review of the Cooperative Programme, as was discussed in the meeting of officers of the two organizations in Washington last September, as a means of updating and improving the relationship. I know that our new Director-General personally wants to launch the review process.

I understand that the Policy paper is now being prepared for widespread dissemination. I would think some of the confusion which troubles me could be corrected by your making references to the rôle of Unesco (or at least to that of the Bank/Unesco Cooperative Programme) in the dialogue on educational policies and plans between the country and the Bank, to which the paper does refer at several points. The omissions concerning Unesco and our cooperation are unfortunate.

Yours sincerely,

Jack

John E. Fobes

October 23, 1974

Mr. W. van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
place de Fontenoy
75700 Paris, France

Dear Van:

Through a series of fortuitous events, the East Africa Education Projects Division has been losing economists at a fearful rate and in a few weeks will be down to none. Pennisi's situation is indeed desperate and he is anxious to know if any help might be had from the Cooperative Program. He understands that under the general understanding about poaching he cannot approach your people directly, but I have suggested that we might raise with you the possibility of secondment - as we have done from time to time in the past.

His particular interest is in a French speaking economist, and I have suggested therefore that he take this question up with you when he passes through Paris about ten days from now.

With best regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

cc: Mr. Pennisi

DSB/h1

Mr. D. S. Ballantine

October 16, 1974

R. K. Johanson

Review of IBRD/Unesco Cooperative Program - Terms of Reference
Comments

1. I refer to your memorandum of October 2, 1974 in which you request comments by today on the draft terms of reference for the IBRD/Unesco Cooperative Program review. Apparently through an error in the mails I did not receive the memorandum until today. Therefore, we have not had the opportunity to study the terms of reference in detail, but would be happy to do so if your schedule permits. The following comments express only our initial reaction to the draft.
2. The proposed study would be costly in terms of divisional manpower. We are not certain we would be able to contribute substantially to the study without jeopardizing the lending program to which we are committed. Moreover, it is not clear to us whether the review should be carried out by insiders (i.e., educators) rather than outsiders who could take a fresh, presumably more objective, look at the Cooperative Program. Perhaps the review should be deferred until next year when, I understand, the Operations Planning Department will undertake a review of all Bank cooperative programs.
3. It would be advisable for both the Bank Group and Unesco at the outset to state their perceptions of the principal benefits and difficulties with the Cooperative Program. Such an exercise might reveal the different rationale each organization has for participating in the Cooperative Program. We suspect that Unesco views the Program as a means to influence the educational policies of governments (and the Bank) and offer direct technical assistance to governments. The identification and preparation of investments for Bank Group support may be only a secondary objective. For the Bank investment purposes take priority. Only if these differences of rationale are recognized from the start will it be possible to reconcile them in a coherent revised program.
4. Since the purpose of the study is to re-evaluate the IBRD/Unesco Cooperative Program, the basis for the review should be the objectives and intent of the original Cooperative Agreement, not the "declared policies of each of the two Organizations" [para. 2(a)].
5. The study would "summarize the degree to which efforts in the Cooperative Program had led to investments in member countries" [para. 2(a)]. We suggest that this key paragraph be clarified and elaborated. Particular attention should be devoted to Bank Group investments in member countries. The study should also focus on identification and analysis of the changes introduced in project content between identification and appraisal. There is a disturbing frequency with which Bank Group reconnaissance or appraisal

October 16, 1974

missions must radically change the content of projects proposed by Unesco identification missions (e.g., Korea III, Pakistan III). This is a source of inefficiency in our operations, the elimination of which should be an object of the study.

6. Analysis of successive "operations" (presumably "missions") would be impossible without introducing qualitative considerations, e.g., deficient identification or preparation might cause delays during appraisal. [para. 2(b)].

RKJ
RKJohanson:me

cc: Messrs. Kirmani
van der Meer
Vergin
Lerdau
AEPED Staff

LI-UNESCO/IBRD
C. J. Stewart

Mr. D. S. Ballantine

October 16, 1974

J. J. Stewart

UNESCO/IBRD Cooperative Program - Draft Terms of Reference for Review of Program

My comments on the draft Terms of Reference (TOR) are in two forms: comments on specific paragraphs within the draft, which are described below; and more extensive comments which resulted in a complete re-writing of paragraphs 1 and 2. This version of the draft TOR is attached.

My comments on particular paragraphs are as follows: - there appears to be little merit in the proposal to "summarize the degree to which efforts in the Cooperative Programme had led to investment in the Member countries", unless this were coupled with a statement of what the Cooperation Programme over this period has cost, and to examine how this same level of assistance might otherwise have been provided. If the intention is to prove that the Cooperative Programme has led to significant investment in member countries, the effort is not required, as this is recognized by all parties. On the other hand, as this will require work by only UNESCO, we probably should not object to their presenting us with something which would approximate the results of their total efforts.

The proposal to "classify all projects identified and/or agreed by Governments in categories corresponding to criteria or policy objectives of the two organizations" is a much too extensive undertaking and is too general for the purposes of this review. As I mentioned in our recent discussion on this subject, the historical side of the study should be minimized and should be utilized only to the extent that it could provide us with some lessons to serve as a basis for a possible revision of the Agreement. Paragraph 2 in my suggested TOR reflects this.

I seriously doubt that the provision of technical assistance for the implementation of projects (much of which is being executed by UNESCO anyway) is an appropriate subject for the assessment of "relative efficiency of methods currently used", as suggested in Paragraph 2 (b) for this study.

Further in Paragraph 2 (b), the proposal to examine "benefits per type of operation (i) to Governments; (ii) to other donor agencies" is too broadly phrased. If UNESCO has something specific in mind, it should be encouraged to use more precise wording.

You will note in my suggested TOR, I have inserted in Paragraph 3 after the words "the working groups will make recommendations", the clause "as to whether the Cooperative Programme should be continued, and if so, in what form".

Also at the bottom of page 2 of the UNESCO draft, I have added the clause "and to improve the efficiency and cost-effectiveness of the Bank Group's operational program in education".

JJStewart:soe

Mr. D. S. Ballantine

October 16, 1974

J. J. Stewart

The Unesco/IBRD Cooperative Programme: Review and Prospects
Draft Terms of Reference (Suggested Revised Draft)

1. A working party will be established to determine whether the 1964 Unesco/IBRD Cooperative Programme Agreement is capable in its present form of continuing to serve satisfactorily the respective interests of both organizations. If not, the working party will determine (i) whether the Agreement should be continued; or (ii) the revisions to the Agreement which would be necessary to serve better these interests.
2. For this purpose, the working party will conduct an extensive review and analysis of the efficiency and cost-effectiveness of the Cooperative Programme as it is functioning at present and as it might be expected to function under a possible revised Cooperative Programme. This review and analysis will include:
 - (a) Unesco's policy for provision of educational services and the Bank's lending policy for education, as these policies have evolved during the past ten years;
 - (b) Projects identified by Unesco in accordance with criteria or policy objectives of Unesco which either (i) illustrate differences in educational objectives of the two organizations (ii) due to these differences or to other causes to be identified, were substantially changed by the Bank prior to appraisal or (iii) produced notable satisfaction or dissatisfaction on the part of either organization. These projects would be viewed within the context of the total Unesco contribution under the Cooperative Programme to the identification of projects suitable for Bank financing;
 - (c) An assessment of the relative efficiency of methods currently used for the identification, preparation, appraisal, and supervision of projects. This will entail:
 - establishing average total cost of each of these operations (including, where applicable, the cost of producing a report);
 - estimating average elapsed time per operation, and between two successive operations;

- examining areas where one link in the sequence of operations was omitted and the effects of this omission, if any, on subsequent operations.

(d) An assessment of the productivity of the Cooperative Programme which would include:

- the current and anticipated workload.
- staffing and utilization of staff while in Paris.
- annual output of reports and project request documents.
- average cost of operations (total annual number divided by budget, with due cognizance of Unesco participation in Bank missions).

(e) A review of procedures for consultation with Bank.

3. Based upon the above review and analysis, the working group will make recommendations as to whether the Cooperative Programme should be continued, and if so, in what form. These latter recommendations will be grouped under two main headings:

(a) Improvements of the existing cooperative programme with respect to:

- assisting Member States in the formulation of educational policy;
- improving the efficiency of cooperative activities;

(b) New activities or areas of cooperation between the two Organizations which may or may not fall within the scope of the present Cooperative Programme.

All recommendations, whether improvements or new activities, should be so designed as to advance education in the common Member States, of the two Organizations and to improve the efficiency and cost effectiveness of the Bank Group's operational programme in education.

4. The working group will consist of 6-8 staff members, half of whom would be appointed by --- of IBRD/IDA and half by --- of Unesco. Each of the two Organizations will take such measures as may be appropriate to ensure that its working party will be able to carry out its part of the study in consultations with all units concerned within each Organization.

5. The joint working group will meet together as and when required, probably at least twice. These meetings will be organized in the same way as the Periodic Review meetings foreseen under the Cooperative Programme.

Mr. D. S. Ballantine

-3-

October 16, 1974

6. The working group will submit a joint report to the President of IBRD/IDA and the Director-General of Unesco not later than 30 September 1975.



JJStewart:mh

Mr. D.S. Ballantine, Director, Education Dept., CPS

October 16, 1974

Andreas Tsamir, Deputy Chief, LCPED

Comments on Terms of Reference for Review of Cooperative Program

With reference to your memorandum of October 2, 1974 and its attachments we have the following comments:

Mr. Magnen's thoughts on EFD studies are interesting. We have no objection to his suggestion for a separate publication of selected EFD staff papers. Some of these papers contain interesting thoughts and certainly have given us a better professional insight to the thinking of EFD colleagues. Unless they are properly selected, however, they could be of limited use to an outside audience. The publication of selected papers of this sort provides a stimulus for better thinking and articulation of ideas, issues and experiences by staff. However, if the financing is to be undertaken through the cooperative program account, it would be preferable to have CPS staff also review which studies or write-ups are proposed for inclusion in the publication.

With regard to the draft terms of reference for the review and prospects of the Cooperative Program, we generally find the terms of references too esoteric and not forward looking. There is agreement on a need for a fresh and frank look at the CP and the terms of reference should reflect that. Specifically, our comments are as follows:

- (a) the terms of reference ^{call} for data compilation and assessment of Bank Education operations and other data which are uncalled for in the context of a review of the Cooperative Program. This applies to most of 2b. It is not one method currently used that should be assessed, but the contribution of the cooperative program to the different regional approaches in the project cycle. This in fact is one of the issues that has led to the review of the program. Also, we are unclear as to the purpose for collecting data under the last point of 2a and most of 2b.
- (b) the terms of reference, as proposed, meet more the needs of the institutions involved and overlook that the Program was set up to assist Borrowing countries as well. There is no reference to the needs of the Borrowing countries and the extent to which existing processes and procedures under the Program have served and could meet in the future these needs. The proposed terms of reference place too much emphasis on assessment of past activities. They are not forward looking, which would be more befitting given the changing scope of project financing by the external agencies and the desire of the Borrowing countries to participate more in the project cycle, and have their people trained in the process.

- (c) the terms of reference overlook the fact that the major factors for this review are the strains on planning of CP manpower put upon by the regionalisation of the Bank and the fact that regional divisions are changing the project cycle in different ways.
- (d) the terms of reference seem to overlook the fact that the Bank's lending is country based, not sector based, and that the cooperative program doesn't lead to investments in education but assists in determining the composition and scope of investments in Borrower countries, the amount of which is most often determined by criteria¹⁰ exogenous to the education sector.

In summary, we suggest a redrafting of more detailed terms of reference for review of the Program.

cc: Messrs. Haxall (LCPDR), Thint (LCPED)

ATsantis:jak

October 15, 1974

Mr. William J. Platt
Director
Department of Planning and Financing
of Education
Unesco
Place de Fontenoy
Paris 75700, France

Dear Bill:

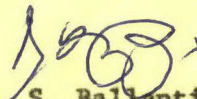
NOT ATTACHED

Since our recent meeting was understood to be an informal, preliminary exchange of views on the CP review, in lieu of formal minutes of the meeting, I am sending you a copy of a 23 September memorandum I circulated to our regional division chiefs, and the following summary of their reactions to the memo.

It was generally felt that the first priority before any serious dialogue could take place would be the formulation by both agencies of their own positions with respect to the sequence of events in project processing, nature of the task, etc. In the discussions with the regional division chiefs it was agreed that we would set up in the Bank a committee of five representatives, one from each region, with my Department as coordinator. There was concensus that some review of the past is necessary, but it was hoped that the major effort in the beginning would be spent on the analysis of agency objectives and procedures.

I have also circulated the draft terms of reference for the CP review which Werner brought along to Washington and have scheduled a discussion of them for the third week of October.

Yours sincerely,



D. S. Ballantine
Director
Education Department

Enclosure

cc: Messrs. Hoffman
Johanson, Lethem, Pennisi, Stewart, Thint
Education Department Staff

GLB/mms

✓ LI-UNESCO
✓ LI-UNESCO/IBRD COOP PROGRAM

Mr. D. S. Ballantine

September 23, 1974

G. Le Blanc *GLB*

IBRD/Unesco Review Meeting - Washington, 10-12 September 1974

The principal item for discussion at this rather informal meeting was the agreed-upon review of the Cooperative Program. Among the views expressed were the following. It was agreed that the two organizations should draft and get agreement on terms of reference of the review of the CP, including a timetable for accomplishing the task. The following tentative points regarding terms of reference and timetable were discussed as a point of departure.

It was agreed that the task should include the following:

1. A retrospective review of the CP would analyze the results of the cooperation, measuring inputs (missions by type) and outputs (loans and credits negotiated). An example suggested by Unesco which might be included is contained in Annex A, which undertook to find the disposition of "innovative" projects identified by staff of the CP during a certain period.
2. Definition of objectives of the cooperation between the two agencies would draw on policies of each organization, the Bank's Sector Policy Paper, Unesco's intermediate range program, the Faure Report, etc. The objectives should be the intersection of the direction of movement of the two agencies in education and training.
3. Discussion of modalities for achieving objectives of cooperation would include an analysis of (a) the appropriateness of existing modalities, such as the various kinds of missions both organizations undertake and, (b) new patterns which might respond to the conditions which can be projected for the next several years. Allowance should be made for the evolution of country capability. As part of this section there should be guidelines as to joint action and some division of responsibility between the two agencies. It was suggested that there will probably need to be less emphasis in any new agreement on the separate roles of each organization than is the case in the existing agreement.

To carry out the above task it is visualized that a working group be established in each agency, with two or more joint working sessions of the two groups. A good size of each group was agreed to be three or four members, with broad sectoral participation from within each agency. It was also agreed that each agency would want to consult the other on the

It was Unesco's view that a timetable for the review should work toward a target completion date of September 1975, so that any changes in the CP could be reflected in the drafting of Unesco's program and budget for the biennium 1977-1978. It was hoped that work could begin this fall, with perhaps the first joint meeting of the working groups in early 1975.

cc: Messrs. M. L. Hoffman
Burt, Lethem, Pennisi, Stewart, Thint
Mullin, Erder, Germanacos, Lewis

GLB/111111

Innovative Projects proposed in PEM Reports

Follow-up

Ghana (report published June 1973)

- (i) National training centres for rural cadres (extension workers and out-of-school education)

Accepted at Appraisal

Ivory Coast (report published August 1973)

- (i) Studies of needs for integrated education and training (including non-formal education and farmers' training) in three rural regions

Accepted

Libia (report published April 1972)

- (i) Expansion of functional literacy
- (ii) Pre-investment study : application of functional literacy methods for basic education

Accepted (as a component of an agricultural development project)
Accepted

Mauritania (report published December 1972)

- (i) Study and pilot project for the reform of basic education
- (ii) Educational rural radio
- (iii) Farmer training

)
Accepted

Sierra Leone (report published May 1973)

- (i) Expansion of educational media services (particularly for out-of-school youths and adults)
- (ii) Improvement of Kenema rural institute (farmer training)
- (iii) Expansion of out-of-school education (functional literacy)

Appraisal mission visited the country July/August 1974. The project resulting from the findings of the National Education Sector Review is not precisely known to us. It may include a series of Community Education Centres for adults and youth responding to same need as item (iii)

Innovative projects proposed in PHM Reports

Follow-up

Madagascar (report published March 1972)

- (i) Agricultural training centres
- (ii) Artisan centres (for rural areas)

} Both these two items have been dropped from the project discussed by a Bank reconnaissance mission in April 1974

Senegal (report published June 1973)

- (i) Incentive financing for self-help building of 1,529 primary classrooms
- (ii) Pre-investment study of an experimental education project for the nomadic population
- (iii) Expansion of Aburoin farmer training centre

Dropped

Two nomadic training centres with 1600 boarding places for youths aged 7-16 and adults included in IDA project.

Dropped

Innovative projects proposed in PTI Reports

Follow-up

Form (report published March 1972)

- (I) Extension of "basic" education (grades 7 to 9, nucleus educatives, work-oriented education)
- (II) CEMAREC (farmers training and agricultural extension centres)

Accepted

Dropped at reconnaissance stage

Innovative projects proposed in FIM Reports

Bahamas (report published June 1974)

- (1) Community development and training centre for farmers

Dominican Republic (report published February 1974)

- (i) Integrated learning nuclei (for rural areas)
- (ii) Rural training centres
- (iii) Expansion of mass media education

Bouvier (report published April 1973)

- (1) Integrated educational nuclei (for deprived rural areas)

El Salvador (report published June 1972)

- (1) Community development centres
- (ii) Agricultural development and training centres

Guatemala (report published December 1972)

- (1) Broadening access to education (non-formal education for least favoured rural areas)

Guyana (report published February 1973)

- (1) Six rural development and activity centres

Nicaragua (report published May 1972)

- (i) Five rural development training centres

Follow-up

Has yet discussed with Government

Accepted by Government and IIRD for preparation (8/74)

Not accepted

Agreed by the Bank and prepared with Unesco assistance. However Government decided not to ask for a Bank loan for this project as the interest rate has been raised to 2% in July 1974.

- 1) Not agreed by the Bank for education project.
- 2) May be incorporated in subsequent IIRD population and agriculture projects.

Dropped at reconnaissance stage (the Government did not give high priority to this item). Finally the Bank decided to stop considering an education project for Guatemala as it appeared that IIE would finance it.

Agreed by Government and Bank for preparation and included in Government request.

Dropped at reconnaissance stage.

Innovative projects proposed in IIR Reports

IIR of Yemen (report published March 1973)

- (i) Rural development centres
- (ii) Training of youth organizers and primary school teachers.
- (iii) Radio for youth activities and educational management

Follow-up

Accepted

Dropped by the Bank at Reconnaissance

Innovative projects proposed in IIM Reports

Follow-up

Afghanistan (report published February 1974)

- (i) Establishment of an extension service for cottage industry
- (ii) Establishment of farmers' training centres

Government not yet ready to discuss findings of the IIM

Greece (report published March 1974)

- (i) Experimental learning support centres for secondary and out-of-school education
- (ii) Pre-investment study for the establishment of new universities

Unesco has neither been involved in the preparation and appraisal missions nor informed of their conclusions.

Jordan (report published December 1973)

- (i) Craft production-cum-training centres
- (ii) Common practice centres for work and community-oriented education
- (iii) Educational requirements of the Ghor regional development project
- (iv) Educational broadcasting for work and community-oriented education

Not agreed by Government and Bank

Accepted

Not agreed by Government and Bank

Morocco (report published May 1974)

- (i) Strengthening of agricultural extension and training (within an integrated rural development project to be financed by IIM)
- (ii) Launching of a programme of training and employment for urban youth

Project not yet discussed with Government

Syria (report published in September 1972)

- (i) Non-formal education for rural areas (including functional literacy)

Project agreed by Government. The Bank does not consider any project for education in Syria at the moment.

.../...

Innovative Projects proposed in PIN Reports

Burma (report published January 1974)

- none

Korea (report published May 1974)

- (i) Support to rural secondary education (radio and correspondence)
- (ii) Pilot project educational services for the New Community Movement
- (iii) Pilot project urban community educational centres (for urban deprived group)

Pakistan (report published June 1974)

- (i) Establishment of educational services within the integrated rural development programme (radio and television)
- (ii) Craft and trading mobile unit for rural development objectives
- (iii) Experiment in social education for adults in the poorer section of Karachi municipality

Follow-up

Project dropped by IED

Doubtful

Dropped

Dropped

Very doubtful at the moment (Bank scared of TV). Could be picked up later as part of Bank rural development projects.

Doubtful. Government would prefer fixed centres.

Doubtful. May be incorporated in a future Bank "sites and services" project.

LT-UNESCO/IBRD COOP. PROGRAM

OUTGOING WIRE

TO: MOLLER
UNESCO
PARIS

DATE: SEPTEMBER 4, 1974

CLASS OF
SERVICE: TELEX

Wm

COUNTRY: FRANCE

TEXT:
Cable No.: 30

AAA MADAGASCAR MISSION CONFIRMED AS COMPLETION AND RECON STOP WELCOME
 PARTICIPATION VAUGRANTE STOP TRAVEL BEING ARRANGED AS HAVE RECEIVED
 GOVT CONFIRMATION DATES PROPOSED STOP IF RECON RESULTS AFFIRMATIVE
 PREPARATION BY UNESCO ENVISAGED NOVEMBER/DECEMBER IF POSSIBLE
 BBB TANZANIA RECON APPRECIATE SUGGESTION RE ACCOUNTANT HOWEVER NOT
 FELT NECESSARY AT THIS STAGE
 CCC ETHIOPIA CONFIRM INFO RECEIVED FROM BANK REPRESENTATIVE 29 AUGUST
 THAT ECONOMIC AND SOCIAL COMMITTEE OF CABINET DECIDED TO INVITE APPRAISAL
 OF EDUCATION FOUR DURING OCTOBER STOP REQUEST UNESCO ASSISTANCE MASS
 MEDIA SPECIALIST AND TENTATIVE NONFORMAL EDUCATOR QUERY IF POSSIBLE
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 CONFIRMED STOP
 DDD MALAYSIA PIM DATES PROPOSED BY REGION END OCT EARLY NOV STILL AWAITING
 GOVT CONFIRMATION

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME

DEPT.

SIGNATURE _____
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

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OUTGOING WIRE

TO: MOLLER

DATE: SEPTEMBER 4, 1974

CLASS OF
SERVICE:

Wm Fild

COUNTRY:

TEXT:
Cable No.:

PAGE 2

EEE INDONESIA PPM REQUESTED FOR EARLY OCT STOP IF NOT POSSIBLE COULD
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AND ARCHITECT STOP ON RECON WOULD LIKE TO REQUEST BARITSCH TO SUPERVISE
AS TIME PERMITS CR 219 IND STOP JOHANSON WILL FULLY BRIEF
FFF PAKISTAN PPM TENTATIVELY REQUESTED END OCT EARLY NOV STOP I UNDERSTAND
JOHANSON INDICATED PRIORITY FOR ASIA REGION MISSIONS REGARDS

Le Blanc

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME G. Le Blanc

DEPT. Education

SIGNATURE

(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE:

GLB/mms

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cc: Messrs. Ballantine, Pennisi,
Johanson, Gomez

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INTERNATIONAL DEVELOPMENT ASSOCIATION

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCIAL CORPORATION

OUTGOING WIRE

TO: MOLLER

DATE: SEPTEMBER 4, 1974

W. J. M. / K. H.

CLASS OF SERVICE

COUNTRY

TEXT: ()
Cable No. ()

PAGE 2

JOHANSON INDICATED PRIORITY FOR ASIA REGION MISSIONS REGARDS
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AS TIME PERMITS CR 219 IND STOP JOHANSON WILL FULLY BRIEF
AND ARCHITECT STOP ON RECON WOULD LIKE TO REQUEST BARTSCH TO SUPERVISE
ENVIAGE PREP/APPRASAL EARLY NOV WITH ASSISTANCE UNESCO TECH EDUCATOR
SEE INDONESIA PBM REQUESTED FOR EARLY OCT STOP IF NOT POSSIBLE COULD

Le Blanc

NOT TO BE TRANSMITTED

AUTHORIZED BY

NAME: G. Le Blanc

DEPT: Education

G. Le Blanc

SIGNATURE

REFERENCE

GLB/rms

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cc: Messrs. Ballantine, Pennist,
Johanson, Gomez

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IMPORTANT: See Security Guide for printing forms

July 9, 1974

Mr. W. van Vliet
Director
Educational Financing Division
UNESCO
Place de Fontenoy
Paris 75700, France

Dear Van:

I am attaching the draft minutes of the recent Review Meeting. It is my understanding that these minutes have not been seen by everyone concerned in UNESCO and that there may be some changes from your side.

In any case I have reviewed the minutes as they now stand, and have made some textual changes involving expression of Bank views (shown by underlining the changed text). The minutes in this revised form are being distributed to the regional division chiefs.

Any comments you may have on the revised text will be most welcome.

Yours sincerely,



D. S. Ballantine
Director
Education Department

Attachment
GLB/rcm



DRAFT

UNESCO/IBRD COOPERATIVE PROGRAM

22nd Review Meeting
Paris, 20-22 May 1974

Present: For the Bank: Messrs. Ballantine, Gomez, Ms. Le Blanc
For Unesco: Messrs. Beynon, Dieuzeide, Knapp, Masse, Moller,
Najman, Platt, van Vliet, Ziegler

A. Summary of Issues

1. The Bank confirmed its previously announced intention to terminate the Supplementary Cooperative Program as of 31 December 1974. First, it does not believe that this program has been successful or that it has sufficiently fulfilled the expectations of Messrs. Maheu and McNamara when they decided to try the experiment. Second, the current administrative budget of the Bank requires the elimination of all services which are not considered vital.

2. On the basis of requests for Unesco services by its Regional Education Divisions the Bank proposes to continue the Regular Cooperative Program at the level of 33 posts for FY 75 (i.e. one post less than the number actually filled, and 6 posts less than foreseen by Unesco). Unesco stated that its role had been reduced because certain Regional Education Divisions in the Bank had shown a tendency to carry out themselves tasks which, under the terms of the Memorandum of Understanding, should normally be carried out by Unesco, that a reduction of Unesco's services at the time when the Bank's

lending for education was increasing seemed an anomaly, and that in its view 39 posts were required.

3. Unesco reiterated its request for timely information and consultation with respect to its own missions and participation of Unesco staff in Bank missions, which it regards as an essential prerequisite for the efficient use of its staff resources for Cooperative Program activities.

4. Concerning technical assistance activities related to Bank loans and credits, Unesco considers that it is solely responsible for the supervision of its field experts financed by a Bank loan or credit, in exactly the same way as it is responsible for its field staff financed from other sources. The Bank regards the provision of experts as a means to help execute a loan or credit agreement, in the same way as contractors or architects, and that it may need to assess the work of these experts in the course of its supervision missions, although it agrees they should be supervised by Unesco.

B. Summary Record on Discussions

Supplementary Cooperative Program

5. A Supplement to the Cooperative Agreement was signed by the Director General of Unesco and the President of the Bank in 1970. It provides for (a) increased participation of units of Unesco's Education Sector, other than the Educational Financing Division, in missions organized under the Cooperative Program, and (b) the preparation by these units of studies on

agreed subjects considered of interest to the Cooperative Program. Under the Supplementary Agreement 6 posts have been established by Unesco on the assumption that the units concerned would together provide 6 man-years of services per year.

6. In the Bank's view this Supplementary Program has not proved sufficiently productive or workable to justify its continuation. It was noted that Unesco had not provided 6 man-years of services per year, although the Bank had continued to pay 75% of the staff costs relating to the 6 posts established under the Supplementary Cooperative Agreement. The Bank thus had a claim on Unesco corresponding to the amounts it had paid over and above the services rendered. At present this claim amounts to approximately 5 man-years of services. Although it had been agreed that claims of this sort would be settled in cash at the end of each Fiscal Year, the Bank would have no objection to an extension of time during which Unesco might adjust the balance by providing services, it being understood that work on the studies should not extend beyond 31 December 1974.

7. Unesco felt a distinction ought to be made between the studies on the one hand and the participation in operational activities on the other. Admittedly the studies had run into unforeseen difficulties which explained the delays in completing them. But as regards participation in missions, it was obvious that this activity depended entirely on the demand for services by the Bank. In the majority of cases, the Unesco units concerned had responded to requests for participation in missions. One of the main

objectives of the Supplementary Cooperative Program had thus been attained. If this objective was to remain valid in the future, the units concerned must have the staff enabling them to participate in missions organized under the Cooperative Program.

8. The Bank referred to Unesco's report of the services rendered to the SCP since the Program began, and pointed out the large number of man-weeks not accounted for, a total of 226 out of an overall total of 593, or 38%. This deficit has been increasing progressively and for the last six months of 1973, also according to Unesco's time accounting, the deficit was just over 60%. The Bank stated that it remained committed to the principle of cooperation with Unesco, that it was prepared to explore ways in which that cooperation could be expanded and improved through the Cooperative Program, but that it could not agree to continuing the arrangements foreseen under the Supplementary Agreement.

Staff and Budget

9. As a corollary to the Bank's desire to discontinue the Supplementary Cooperative Program, it had decided to limit its financial contribution to a total of 33 posts during the period 1 July 1974 to 30 June 1975. It pointed out that at a meeting on the Supplementary Cooperative Program held on 27 November 1973 it had declined to make any commitment even in principle for the continuation of the Supplementary Program and that provision for this activity in the Unesco budget would be on its own responsibility.

Unesco has, in its Draft Program and Budget for the calendar years 1975 and 1976, included provision for 39 posts, of which 33 in the Educational Financing Division and six in other units of Unesco's Education Sector. This is the same as the number of posts agreed by Unesco and the Bank for the 1973-74 biennium. The total number of posts filled is 34, of which 28 in the Educational Financing Division. The Bank argued that the present operational program was in fact handled by 33 professional staff in Unesco and that the Bank's Regional Divisions (which are responsible for operations) did not see the need for an increase in Unesco's services during the Bank's Fiscal Year 1975 (1 July 1974 to 30 June 1975). It pointed out that if this number of posts was not sufficient, an additional 5 man-years could be provided by Unesco in reducing the deficit due the SCP.

10. For Unesco, it was stated that the amount of services requested from Unesco did not correspond to the division of responsibilities agreed by the Bank and Unesco in the original 1964 Memorandum of Understanding. This Agreement stipulated that Unesco would be mainly responsible for project identification and project preparation and that the Bank would be responsible for appraisal missions. It was pointed out that certain regional divisions within the Bank had a tendency themselves to identify projects, and to combine preparation with appraisal missions under the Bank's auspices. The Bank's proposal to reduce the number of Unesco posts from 39 to 33 appeared to Unesco to be directly related to regional divisions assuming greater responsibility than has been agreed in the Memorandum of Understanding. In

at least one country a regional division intended to assume the role of the government's main adviser on educational planning and policy, despite the fact that the Memorandum of Understanding states explicitly that this type of assistance is "the sole responsibility of Unesco".

In response, the Bank pointed out that in this case it had agreed to a government request to establish a special relationship with regard to the education sector. In the ensuing arrangements for planning and policy development, which are largely dependent on the country's own efforts, full account has been taken of the role being played by a Unesco planning team which is currently assisting the country under funding provided by the Bank. In a letter to Mr. Maheu, Mr. McNamara had pointed out that these arrangements were an outgrowth of broader discussions which he personally had undertaken with the country. Concerning the reduction in the number of posts from 39 to 33, the Bank reaffirmed its position that any reduction was uniquely related to the termination of the Supplementary Cooperative Program. In the Bank's view the 33 man-years budgeted plus a possible 5 provided by Unesco should be adequate to meet all requirements for the coming fiscal year.

11. It was also noted that Unesco could provide services in certain specialized areas such as educational technology, curriculum development and teacher training. It was agreed in principle that Unesco staff specialized in these fields could participate in Project Preparation and Appraisal Missions, for part of the time.

Scheduling Problems

12. For Unesco, experience over the past year had shown that with present practice, it was not possible to establish a reliable mission schedule for periods of more than one month. Changes in requests for services were far too frequent both as regards purposes of the missions to be sent and their composition. While it was clear that changes of dates were often caused by governments desiring postponement, there were also many changes caused by decisions within the Bank. In this respect, the existence of five sources of decisions had made scheduling much more complicated especially when the regional divisions approached Unesco directly. Under these circumstances, it was impossible to make the most efficient use of staff resources.

13. It was recalled that this problem had been discussed during previous Review Meetings. At the November, 1973 Review Meeting Unesco proposed to send the Deputy Director of its Educational Financing Division to Washington every two months for consultation. However, this measure had not proved to be effective because of the above-mentioned high frequency of changes requested by regional divisions.

Technical Assistance

14. At present Unesco handles a Technical Assistance Program serving 14 countries with a total budget of \$11.2 million for the implementation of Bank financed projects in the field of education. The status of experts made available by Unesco to its Member States under this program was seen to need clarification. These experts know they are to serve the government

and that they are responsible to the organization that employs them. However, upon occasion, during the regular Bank supervision missions, Bank staff have given the Unesco experts advice or instructions. From Unesco's point of view, this was not acceptable. The Bank pointed out its concern for successful completion of any project. It agreed that any deficiencies in performance of Unesco field staff should be taken up with Unesco headquarters, and not communicated to the individual expert in the field. The Bank raised the question whether Unesco expert teams needed more supervision by Unesco. In this connection the question arose whether a sufficient portion of the 14% paid for overhead was made available for direct project support.

Review of the Cooperative Agreement

15. It was noted by both parties that the 1964 agreement had become obsolete in certain respects. At the time the agreement was written emphasis was mainly on activities leading up to the signature of a loan or credit agreement. At the present time there are a number of problems relating to the starting up and implementation of projects which require services to be provided to Member States after the signature of a loan or credit agreement. Furthermore, the organization and scheduling of operations had to be modified during the past few years, either in response to changing demands by Member States or with a view to achieving greater economy in staff resources. Accordingly it was felt, as had been suggested during Mr. M'Bow's visit to the Bank, that it might be useful for the Bank and Unesco jointly to conduct a thorough survey of all aspects of assistance to Member States provided under the Cooperative Agreement.

OFFICE MEMORANDUM

LI UNFECO

DATE: June 28, 1974

TO: Files

FROM: Michael L. Hoffman *MLH*

SUBJECT: Meeting with Mr. M'Bow, Assistant Director General
of Unesco

This was a courtesy call but a few points of interest emerged.

Mr. M'Bow said that after Mr. Ballantine's recent review meeting he had told the other offices concerned that they must simply accept the fact that the supplementary cooperative program was going to stop at the end of this year. He hoped to liquidate the arrears also by the end of this year and "start with a clean slate." I later assured Mr. M'Bow that we were not insisting on complete liquidation of the arrears quite so soon but he said he would like to accomplish this if possible.

We discussed the various changes in both institutions that have made a comprehensive review of the cooperative agreement desirable. I said that the main problem in the Bank was that we were trying to implement an agreement drawn up at a time when full control of the Bank's staff resources for educational projects was under one management under circumstances in which those resources are under several different managements with different approaches to project and sector work. I said that I was not sure that we could solve the problems created by the changed structure of the Bank, but that we were going to examine them thoroughly to see whether a revised, or a different sort of, cooperative program should be proposed. Only when we have completed this internal review would it be possible to begin discussions with Unesco.

Mr. M'Bow said that he believes it will be necessary for Unesco to carry out some regionalization of "operations" in spite of Unesco's traditional dedication to the principle that intellectual and operational work of the organization could not be carried out by entirely separate staffs. He said that he might have more to say about all this "after November". (I had earlier asked whether it was premature to congratulate Mr. M'Bow on a successful campaign for the Director-Generalship. He replied that he thought that, in view of Mr. Maheu's announcement that he did not seek reelection, there were no obstacles to his own nomination by the Executive Board and election by the Conference.)

I said that if Unesco did move towards a regional structure for technical assistance operations, this would certainly affect the kind of cooperative agreements that we might work out and that it would be a mistake to revise the cooperative program until we were clear about Unesco's plans in this respect. Mr. M'Bow entirely agreed.

Mr. M'Bow said that he had given instructions that whenever the Bank asked for technical assistance, and a Division of Unesco replied that it had no one available, he was to be informed. He said that one case had already arisen and that he had been able to draw on the Regional Office in Dakar. He said that he thought a great deal more use could be made of Unesco's four regional staffs in supplementing the headquarters staff under Mr. Van Vliet, and in filling out Unesco's "deficit" under the Supplementary Program.

Mr. M'Bow mentioned a new Asian center designed to promote innovative techniques in formal and informal education. He said that this center would be linked to national research and development institutions in the region and that he expected it to be able to improve considerably the flow of information and experience among countries, including countries outside the region. He is sending me some material about the structure and program of the Asian Center, which is located in Bangkok.

I asked Mr. M'Bow about the work of the new Unesco Division for Rural Development. He explained that this has been established in order to enable Unesco to play a more active role in the tripartite ILO/FAO/Unesco coordinating group on rural development. He said that he was pressing for a program of joint field missions as experiments in a few countries. He mentioned Ethiopia and Sri Lanka, and said there would be a Latin American and a Middle Eastern country but he could not remember exactly which countries had been selected in these two regions. (Question: should we seek to become a regular member of the coordinating group? It might save a lot of staff time.)

MLH:tsb

cc: Mr. William Clark, V.P., External Relations
Mr. Ballantine, Director, Education Projects
~~Mr. Leblanc, Projects, W. Africa~~ Education
Mr. Christoffersen, Agriculture and Rural Development

LI-UNESCO/IBRD COOP. PROGRAM

Form No. 27
(3-70)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: UNESCO
PARIS

DATE: June 28, 1974

CLASS OF SERVICE: LT x2601

Tele
M

COUNTRY: (FRANCE)

TEXT: FOR VAN VLIET
Cable No.:

PLEASE TEMPORARILY DISREGARD MY LETTER OF JUNE 24 REGARDING POSSIBLE
EXCHANGE OF STAFF REGARDS

BALLANTINE

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME D. S. Ballantine

DEPT. Education

SIGNATURE *D. S. Ballantine*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE: DSB/h1

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REFERENCE: DEPT
 SIGNATURE OF INDIVIDUAL AUTHORIZED TO SIGN: *[Handwritten Signature]*
 DEPT: EDUCATION
 NAME: D. S. BELLING
 AUTHORIZED SIGNATURE:

DISPATCHED

JUN 28 10 04 PM 1974
COMMUNICATIONS

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 TEXAS

COMMUNICATIONS SECTION (TEXAS)

TO: TEXAS
 BY: MESSCO

[Handwritten Signature]
 SERVICE: *[Handwritten]*
 CLASS OF: *[Handwritten]*
 DATE: JUN 28 1974

OUTGOING WIRE

ASSOCIATION INTERNATIONAL DEPARTMENT (S-10)	RECONSTRUCTION AND DEVELOPMENT INTERNATIONAL BANK FOR	COOPERATION INTERNATIONAL SERVICE
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[Handwritten text at bottom]

June 28, 1974

Mr. W. Van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Van:

This is a very brief response to your letter of June 17 and its attached table indicating the distribution of your staff activity for the first six months of this calendar year. I will expand as soon as possible on the points made briefly here. These are:

- (1) I have discussed this with the Regional Education Divisions and it is generally agreed that there is a problem which requires attention.
- (2) Since the general average of time away from Headquarters is 32% (which is a bit high but not too far above what you have tolerated in the past) the problem seems to be distribution. Some people are away much more than they should be and others substantially less.
- (3) The six months period is perhaps too short for accurate use of this kind of indicator. Moreover, simply taking the percentage of time away from Headquarters does not give a true indication of how busy people may be, especially over a short period.
- (4) Your architects appear to have been away a higher percentage of time than any other speciality group. To what extent is this from their greater involvement in Bank missions?
- (5) If the general average is already at the upper limit of acceptable field time, the solution must lie in reducing the peak loads as well as filling in the valleys. To do only the latter will simply raise the average.
- (6) One specific proposal which received general agreement was that a number of missions (for the most part probably sector or PIMs) might be designated for a given six months period, or at least with some relatively broad time limits. Country clearance would already have been secured and the precise

June 28, 1974

timing of the mission would be left to arrangements between Unesco and the country. Partly these might be part of the established schedule, which would also include other agreed missions, but partly they would represent an overload or contingency pool on which you could draw when other scheduled missions had to be postponed or cancelled. The Division people say they would be willing to designate a certain number of countries and to give assurances that such missions would not be cancelled at the Bank's initiative.

Several other suggestions were made but I would prefer to explore them more fully later. I suggest that when you or Werner next visit here we take up this proposal and see if we can put it into effect.

With best regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

DSB/h1

cc: Messrs. Burt, Lethem, Pennisi, Stewart, Thint

OFFICE MEMORANDUM

yellow
LE-UNESCO/IBRD COW PROGRAM

TO: Mr. D. S. Ballantine

DATE: June 11, 1974

FROM: G. Le Blanc

SUBJECT: Report on IBRD/Unesco Review Meeting, Paris, 20-22 May 1974

The Agenda for the meeting is attached as Annex I. Annex II lists the persons who took part in each of our discussions.

Supplementary Cooperative Program

Despite your November 1973 visit to Paris, your letter to Mr. van Vliet of 22 March 1974 and Mr. M'Bow's Washington visit on 10 May 1974, Unesco pursued the debate on the continuation of the SCP as an open question. Unesco's main argument was that viewed as a whole, the SCP has fulfilled its principle task - to involve more Unesco people in the work of the CP and the Bank. Cited as a prime example was the participation in CP mission work by several of the SCP staff (Ziegle, Keith Taylor, Auerhan). Unesco believes that the fact that the directors of the other departments in the education sector are involved with the CP through the SCP has meant a broader sense of responsibility for the CP throughout the education sector.

The Bank restated its position that the SCP experiment had not been a successful one, citing the deficit in services rendered to the SCP of about 5 man/years. Unesco acknowledged that the special studies undertaken under the SCP had not been successful, but felt that the blame for the deficit in services to the SCP must be shared by the Bank. In the Bank's judgment the deficit thus far arises from conditions in both the Bank and Unesco but the special studies account for much of the deficit.

The Bank outlined its budget provisions for the next fiscal year - 33 posts in the CP - and restated the timing for the termination of the SCP as 31 December 1974, which date corresponds with the end of Unesco's current budget period. Unesco's essential difficulty is that it has included in its two-year budget for 1975-1976 the provision for the SCP staff.

The question of arrears was further explored. Discussion covered both the timetable for working off the arrears and the kinds of services which could be charged against the arrears.

Unesco proposed that the arrears should be worked off by June 1975. Such a timetable has not yet been agreed to by the Bank. The Bank's position is that if Unesco can furnish the 5 man/years of services to the program which is owed to it, both organizations will be in a better position to evaluate the level of staff needed for CP work, which can be set in future in accordance with demand.

The kinds of services which could be charged against the arrears were reviewed and it was agreed that any identifiable work on Bank Technical Assistance is a legitimate claim.

In sum, both Unesco and the Bank agreed that the basic objective of involving other units in Unesco with the Bank CP activities was a good one, but no agreement was reached on the best way to accomplish this objective. Unesco maintained that some system of prefinancing was essential, that funds received after the fact for services rendered was not a satisfactory arrangement. The Bank's position was that prefinancing by the Bank has not worked and that on the contrary it had built up a sizeable arrears owed by Unesco to the Cooperative Program. There was some discussion on possible other ways to meet this problem, from a scheme of Unesco prefinancing some posts which the Bank would guarantee to use to possible redefinition of the Memorandum of Understanding to provide for outside EFD participation in the CP.

Technical Assistance

An informal paper prepared for the discussion on T.A. did not prove to be useful. Unesco outlined some difficulties experienced in its administration of Bank financed T.A., and in particular raised some questions about the operational use of Unesco specialists in Bank T.A. in contrast to UNDP practices. The Bank response was that the specialists recruited by Unesco have definite operational duties, thus setting them apart from the UNDP-type advisers. Also, the Bank has responsibilities to its borrowers which require regular supervision of its projects and thus interaction with the T.A. personnel. It was suggested that Unesco and the Bank might envisage joint inspection missions, which tactic might help to reduce certain frictions resulting from Unesco's T.A. personnel receiving differing technical advice.

CP Mission Scheduling

Unesco reaffirmed its appeal for a longer term mission planning capacity. At present the situation is not considered satisfactory and has led to underutilization of EFD manpower and thus increasing difficulties for EFD within Unesco. Unesco realizes that a good proportion of the changes in scheduling arise from government changes in planning. However, Unesco cited examples of last minute changes in missions which it felt were due more to inept Bank planning than to country inspired changes.

The Bank pointed out that since the reorganization the five regional divisions have embarked on different operational tactics, some of which may cause strains in the working arrangements with the CP. It reaffirmed that any requests for CP services not channelled through CPS should be disregarded by Unesco. As a positive step, it was agreed that an effort would be made to go back to a six-month schedule, with alternatives in case of slippage. The program would indicate an outside date for a mission, which Unesco could then schedule within this time constraint.

Future of CP

Mr. M'Bow argued during his Washington visit and again in Paris during the official luncheon that the Bank has an increasing number of education projects and uses Unesco less and less. The Bank's view is that the basic reason for the seeming decrease in the use of Unesco is that the Bank is experimenting with new work patterns which differ fundamentally from the patterns set up for CP work over the last 10 years. A second reason is that the Bank is trying to economize during the project cycle by combining certain missions, i.e. preparation with appraisal. In general, it is recognized that the actual pattern of Bank lending operations has changed greatly since the original agreement was written. Changes continue to be made which are inconsistent with both the agreement and even the adjusted mode of operations which has come about.

It was therefore agreed that a joint study should be conducted of all stages and aspects of assistance to member countries embraced by the CP. Such a study would include examining with a view to improving and updating definitions of tasks, organization, distribution of workloads and responsibilities, staffing and scheduling of operations including the relationship that each agency's sector unit has to its own larger organization and to member countries.

Unesco proposed that such a study should be completed by December this year. The Bank view was that such a date was probably optimistic considering the number of meetings within each organization which would be necessary to establish basic working positions.

IBRD/Unesco Cooperative Programme

22nd Review Meeting

Paris 20-22 May 1974

DRAFT AGENDA

1. Approval of Agenda and Time-Table
2. Supplementary Cooperative Programme
3. Technical Assistance by Unesco in Bank financed projects
4. Distribution of Workload
5. Scheduling problems
6. Staff and budget
7. Other business

SUGGESTED TIME-TABLE

Monday 20 May

09:30 - 12:00	Items 4 and 5:	Distribution of workload and Scheduling problems
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15:00 - 18:00	Item 3:	Technical Assistance
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Tuesday 21 May

09:00 - 13:00	Item 2:	Supplementary Cooperative Programme with Messrs. Knapp and Najman
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15:00 - 18:00	Item 6:	Staff and Budget
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Wednesday 22 May

10:00 - 13:00	Item 7	Other business
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15:00		EFD Staff Meeting
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Unesco Participants

Supplementary Cooperative Program Discussions

Messrs. Platt, van Vliet, Moller, Masee
Department of Planning and Financing of Education (EP)

Messrs. Knapp and Dieuzeide
Department of Curriculum, Structures and Methods of
Education (ESM)

Messrs. Najman and Ziegler
Department of Higher Education and the Training of
Educational Personnel (EHT)

Mr. M'Bow - Assistant Director General for Education

Technical Assistance

Messrs. Masee, Beynon and Moller (EP)

Scheduling

Messrs. van Vliet and Moller (EP)

Staff and budget and other business

Messrs. van Vliet and Moller (EP)

IBRD Participants

Messrs. Ballantine and Gomez, Ms. Le Blanc

Files

June 5, 1974

Duncan S. Ballantine *DSB*

Visit of Mr. Amadou-Mahtar M'Bow, Assistant Director-General for Education, Unesco

1. Mr. M'Bow visited Mr. McNamara on May 10, 1974, during a general visit to the Bank. Also present at the meeting were Mr. Andre Varchaver, Director of Unesco Office for Liaison with the United Nations, New York, and Messrs. Ballantine and Hoffman of the Bank. Mr. M'Bow is widely considered a probable successor to Mr. Maheu as Director-General of Unesco following its General Conference in October. It was his first visit to the Bank.
2. Mr. M'Bow expressed his concern regarding the proposed termination of the Supplementary Program, not so much for the program itself as for the apparent reduction in the number of posts for which the Bank would share costs. He argued that while the volume of Bank educational activity had steadily increased, Unesco's participation was decreasing. He suggested that current practice did not always follow procedures as defined in the Memorandum of Understanding of 1964, and that a comprehensive review of that document and of the program itself might be desirable. He was particularly concerned about the definition of responsibilities between the two agencies.
3. Mr. McNamara pointed out that there has been no reduction in the provision for the regular Cooperative Program, which is being budgeted by the Bank for FY75 at 33 posts, which is the currently authorized total. With regard to the Supplementary Program, he stated that this was an experiment which he and Mr. Maheu had agreed to try but that it had not worked satisfactorily. It had not produced the results foreseen and moreover there was a current deficit in Unesco service to the Cooperative Program of 38 percent.
4. Mr. McNamara also pointed out that the Bank is under very severe financial pressures at this time and must eliminate any activities which are not absolutely vital. He assured Mr. M'Bow that with respect to the regular program the Bank expected to continue to support it.

cc: Mr. Baum
cc and cleared with: Mr. Hoffman

DSBallantine/hl

LI UNESCO/IBRD
Conf. Prog.

Mr. John Adler, Director, P & B

May 8, 1974

Duncan S. Ballantine, Director, Education *DSB*

IBRD/Unesco Supplementary Cooperative Program

1. During recent months we have been reviewing the operation of the IBRD/Unesco Supplementary Cooperative Program and have reached the conclusion that it should be phased out as of December 31, 1974, and that any services provided by it should be contained within the regular Cooperative Program. One reason for this decision has been the fact, as indicated in Mr. Jones' memorandum to me (attached), that it has been impossible to secure the services which were expected as a quid pro quo for the financing of six posts in the Supplementary Program. The proposal to terminate has been built into our budget estimates for FY75 and Unesco has been fully informed of our views on these questions. We will discuss these matters with Assistant Director General M'Bow during his visit to the Bank on May 10.

2. As indicated by Mr. Jones, as of December 31, 1973 Unesco services to the Cooperative Program were 226 manweeks in arrears, which would amount to approximately \$115,000 to be reimbursed to the Bank. Since that time, no doubt, additional arrears have accumulated.

3. As no budgetary provision had been made by Unesco for such reimbursements, for the Bank to insist upon payment in cash at this time could be both difficult and embarrassing for Unesco. I think also that such insistence would place the Bank in a very unfavorable light. I am therefore requesting approval for a proposal to Mr. M'Bow that without waiving its rights the Bank would agree to an arrangement whereby Unesco could discharge this obligation over a period of perhaps two years by services contributed to the Cooperative Program, or for other agreed purposes, by members of various departments in Unesco. With new inputs by the Bank being formally phased out in December, there is a reasonable chance that in due course the account could be brought into balance.

cc: Mr. Baum
Mr. Gabriel
Mr. Hoffman
Mr. Ruddy
Mr. Jones

DSB/h1

May 1, 1974

Mr. Rene Maheu
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, Place de Fontenoy
F 75700 Paris, France

Dear Mr. Maheu:

We have been considering the possibilities for broadening collaboration between our two agencies along the lines suggested in your letter of March 28, 1974, in order better to assist our member countries with the preservation of their cultural monuments and their requirements in the broad areas of science and technology.

As you note, the preservation or restoration of cultural monuments can be an aspect of some of our tourism projects. As you also mention, our staffs have already been discussing some proposals in this area and I would expect other cases would be coming forward from time to time. I welcome your offer of Unesco staff assistance for missions that will be needed to prepare and appraise projects with a "cultural" component. Our program in the tourism sector is, however, very modest, and only four or five new projects are likely to be undertaken each year; so our demands on your staff under this heading are unlikely to be very great.

With respect to science and technology, considered as an area for Bank involvement, the problems, as I indicated in my letter of December 12, 1973, are more complex. (I was glad by the way to receive copies of your booklet surveying the need of African countries in this field.) I think your reference to "concrete cases" sets the right tone, as I don't see any scope for laying down general guidelines for association of Unesco science and technology staff with Bank missions. As you may have noted, many of our member countries are becoming impatient with large multidisciplinary missions that seem to them to respond more to the priorities of the international agencies than to their own. Our mission chiefs, although given great latitude as to the precise mix of specialists that are to be associated with their missions, are strongly discouraged from adding dimensions of expertise to deal with sectors or sub-sectors in which there is little possibility of early Bank operations in the country in question. Nevertheless, in connection with some industrial sector missions sent out by the Bank, or by the Bank/UNIDO Cooperative Program, the question of the feasibility of establishing various

Mr. Rene Maheu

-2-

May 1, 1974

kinds of institutes of applied technology may arise and other concrete cases may develop. In any event, we shall certainly keep in mind your kind offer of Unesco staff assistance in this field as well.

With best personal wishes,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

MLHoffman/pnn
April 30, 1974

cc: Mr. McNamara's files (2)
Mr. A. Varchaver (Unesco, N. Y.)
Mr. Steuber (European Office)
Mr. Tolbert
Mr. Weiss
Regional Vice Presidents



LI-UNESCO/
IBRD Comp. Prog.

APR 25 1974

Dear Rene:

Thank you for your letter of April 19, calling to my attention incidents in the operation of the Cooperative Program which have given concern to your people. I appreciate the frank and cordial way in which you raise these questions and will reply in the same spirit.

Although you do not mention countries by name, inquiry here in the Bank suggests that operations dealing with Iran and Saudi Arabia on the one hand, and with Kenya on the other, may recently have prompted some concern. I believe you know that I have myself given special attention to the Bank's relations with the first two of these countries, and it is possible that quite unintentionally the follow-up to these activities has given the appearance of not keeping Unesco in the picture. I can assure you that neither in the countries mentioned nor in any country would this be the Bank's intention.

Beneath these specific incidents, I understand, there has been some continuing difference of opinion regarding the respective responsibilities of our two agencies for certain types of service to our member countries. Wisely, I think, our staff members have sought to suppress these differences and to emphasize the positive aspects of our cooperation. Nevertheless, the time may have come, as you suggest, to review the situation and we will be very happy to do so with Mr. M'Bow when he visits Washington.

With cordial regards,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
Director General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris, France

cc: Messrs. Baum, Hoffman
DSBallantine/hl
April 23, 1974

Mr. Robert S. McNamara

March 29, 1974

M. Hoffman and D. S. Ballantine *DSB*

Supplementary Bank Unesco Cooperative Program

The attached brief review of the Bank Unesco Supplementary Cooperative Program deals with the problem Mr. Ballantine mentioned to you in conversation some time back - that this Supplementary Program is not working and shows no prospect of improving. The recommendation to phase out the Program will not be a surprise to Unesco, although those affected will be reluctant to give up the subsidies.

We would like your approval to proceed along the lines suggested in the last four paragraphs of the attached note.

cc: Mr. Baum

DSBallantine/hl

SUPPLEMENTARY COOPERATIVE PROGRAM

Early in 1970 Mr. Rene Maheu, Director General of Unesco, suggested to Mr. McNamara that it would be useful to expand the Bank/Unesco Cooperative Program so as to include Unesco staff outside the Education Financing Division (the special unit created for the Program) and thus achieve a more effective contact with the work of the Program for a wider number of Unesco staff. It was subsequently agreed that six additional posts would be created, financed as in the regular program, three of which would be in the Department of School and Higher Education (EDS) and three in the Division of Educational Planning and Administration (EPAD). A Supplementary Agreement to this effect was approved by the Governors of the Bank on June 30, 1970, and signed by Mr. McNamara on September 9, 1970.

As we understood it there were two principal reasons behind the initiative of Mr. Maheu (with which the Bank agreed at the time). First, there was a certain amount of resentment within Unesco that the benefits of cooperation with the Bank seemed to be reserved exclusively for the Educational Financing Division in the Department of Education Planning and a feeling that the Bank/Unesco relationship should be on a broader basis. A second, technical, factor was that although the Educational Financing Division did frequently request participation (in the Cooperative Program missions) from other parts of Unesco and could make ex-post compensation for the services rendered, it was very difficult for other departments to release the persons requested without having someone available in advance to carry on the regular duties of the staff member released. By making six additional posts available on a regular basis it was hoped to get around this difficulty.

The Supplementary Cooperative Program (SCP) began operations in 1971, following the terms of the Agreement (copy attached). Five of the six posts were filled during 1971, the sixth in 1972.

During the latter part of 1970 and the first half of 1971, a work program for the SCP was developed, made up of three principal activities: participation in missions organized under the CP by the Education Financing Division; special studies designed to make a contribution to the CP; and country profiles, short papers to provide material for the Bank country program papers.

Four special studies were agreed upon by the Bank and Unesco: a study of programmed learning and programmed teaching techniques; a study of comparative costs and effects of university-based teacher education versus non university-based; a study of the organization of curriculum development and a study on education indicators.

The study on programmed learning was to start in January 1972 and to be completed by December 1972 - the latest information on its status is that the study requires additional funding which the Bank has declined to provide, and that the study might therefore be continued as a joint venture of Unesco and ILO.

The study of comparative teacher education costs started in February 1972 and was to have been completed by April 1973. As of November 1973 the study had encountered unforeseen technical difficulties and was not expected to be completed.

The study on curriculum development began in April 1972, with an estimated completion date of January 1973. A first draft was expected by the end of 1973, but nothing has been received.

The Bank has received a first draft of the study on education indicators (in July 1973) and an additional technical note in February 1974.

It has been clear for many months that within the concerned divisions of Unesco the studies are not given high priority. During a review with Unesco of the status of special studies in June 1972, Mr. Hultin drew attention to the fact that SCP staff seemed to be given other assignments, with resulting delays in work on the studies.

Of the two other activities, participation in CP missions and drafting of country profiles, the Bank has now less need for the country profiles and has requested only three within the past year. Participation in CP missions is generally considered a question of internal Unesco scheduling. Such participation has remained at a fairly constant but low level, even though in the first year of the SCP it was agreed that mission work would occupy most of the SCP staff time.

A look at the account of services rendered under the SCP from May 1971 when the program became operative through December 1973 shows a total of 226 man-weeks not accounted for, out of a total of 593 man-weeks available, a deficit of 38 percent. This deficit has increased progressively and for the last six months of 1973 was just over 60 percent.

From this record we conclude that the enlarged program has not worked as Mr. Maheu and Mr. McNamara intended. Under the circumstances, it would be in the interest of both the Bank and Unesco to phase out the SCP program and rely on the regular CP for all jointly financed services to member countries.

During the recent preparations for submitting the Bank FY75 budget, the review of probable FY74 regular Cooperative Program manpower expenditure revealed a deficit of roughly six man-years, due to unfilled posts and recruitment difficulties. Of the 33 approved posts within the regular Cooperative Program, only 28 are now filled. We have suggested to Unesco that pending a decision on the SCP and pending further discussions on staffing within the regular CP, recruitment be suspended for these vacant posts in the regular CP.

We are also discussing with Unesco, subject to approval, a Bank budget for FY75 which might provide the Bank share of 34 man-years to cover both programs with the understanding that the SCP would be officially terminated as of December 31, 1974. This would be the same as the actual

strength of the two programs at present and thus reduce the personnel problems of phasing out the SCP. It should provide services for Bank lending operations substantially as requested by the Regional Offices for FY75.

If you approve, we will continue negotiations with Unesco along the lines indicated above.

D. S. Ballantine
March 28, 1974

LI-UNESCO/IBRD COOP PROGRAM



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

The Director-General

628

reference : DG/1.1/8050/2/5489

28 March 1974

Dear Mr. McNamara,

I refer to our recent correspondence concerning the possibility of including science and technology in the sphere of cooperation between our two Organizations. I appreciate the frankness of your letter of 12 December 1973, and I readily agree that we can proceed for the present on the understanding that projects in this field could be dealt with under the existing cooperative arrangements between the Bank and Unesco.

It was certainly not my intention to suggest budgetary support for the regular programme of Unesco, nor, I believe, the intention of the ACAST Working Group. It was, however, felt that "the Bank could provide support for Member States' activities and projects in the fields of science and technology conducted with the assistance of Unesco". This I take to mean that the Working Group offered general encouragement for the establishment of some kind of organized exchange of ideas between the World Bank and Unesco in the field of science and technology and possible cooperative investigations of assistance to Member States.

As you know, an increasingly large number of Member States common to both of our Organizations are attempting to increase their human resources and equipment in this area. This does not only apply to the wealthier countries like Iran, but also to a number of poorer countries.

I recently attended a meeting of Ministers responsible for the application of science and technology to development of African Member States in Dakar, 21 - 30 January 1974. They were unanimous in requesting international aid to improve and develop their potential in the field of science and technology.

../..

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H Street N.W.
Washington D.C. 20433
U.S.A.

enclosed documents sent to Mr. Weiss

...
...
A set of resolutions of the conference is attached to this letter. Also attached is a booklet "Results of the Unesco/UNACAST survey of institutional needs of African countries in the field of science and technology". This publication is the result of a survey carried out by Unesco at the request of UNACAST, with a view to determining national priorities and needs in regard to science and technology within the overall framework of national objectives. Both these documents provide some suggestions for possible cooperation. I have asked that supplemental information be furnished to your regional vice-presidents for East and West Africa concerning the wish of African Member States to establish or strengthen their institutions for scientific and technological research and training at all levels.

Apart from science and technology, I think there are other fields where it might be beneficial to our Member States if we could extend our cooperation. As you know, our staffs have, for example, been in contact on the possibility of the Bank financing certain project items relating to the restoration of cultural monuments. I realise of course that from the Bank's point of view the restoration of monuments could only be considered as one of the items in a large project, such as the development of tourism. But possibilities seem to exist in countries such as Afghanistan, Nepal, and Ethiopia.

If you agree in principle to pool our expertise in fields like science, technology and culture in concrete cases where we agree on their importance and relevance, I would be prepared to make available the services of our staff specialized in either the field of science and technology, or culture, for participation in missions organized by the Bank, or in missions organized by Unesco under existing cooperative agreement arrangements. Their specific assignment would be to identify project items or components in their fields of competence which the Bank might consider for financing as part of a larger project.

I should be grateful to have your reaction to this suggestion, which we might perhaps discuss at the forthcoming session of ACC here.

With best regards,

Yours sincerely,



René Maheu

SECTION
COMMUNICATIONS

18/11/68 - 10:30 AM

A set of resolutions of the conference is attached to this letter. Also attached is a booklet "Results of the Unesco/UNACAST survey of institutional needs of African countries in the field of science and technology". This publication is the result of a survey carried out by Unesco at the request of UNACAST, with a view to determining national priorities and needs in regard to science and technology within the overall framework of national objectives. Both these documents provide some suggestions for possible cooperation. I have asked that supplemental information be furnished to your regional vice-presidents for East and West Africa concerning the wish of African Member States to establish or strengthen their institutions for scientific and technological research and training at all levels.

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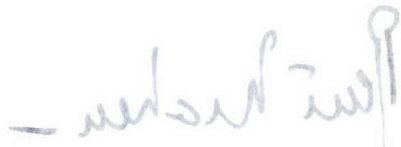
Apart from science and technology, I think there are other fields where it might be beneficial to our Member States if we could extend our cooperation. As you know, our staffs have, for example, been in contact on the possibility of the Bank financing certain project items relating to the restoration of cultural monuments. I realize of course that from the Bank's point of view the restoration of monuments could only be considered as one of the items in a large project, such as the development of tourism. But possibilities seem to exist in countries such as Afghanistan, Nepal, and Ethiopia.

If you agree in principle to pool our expertise in fields like science, technology and culture in concrete cases where we agree on their importance and relevance, I would be prepared to make available the services of our staff specialized in either the field of science and technology, or culture, for participation in missions organized by the Bank, or in missions organized by Unesco under existing cooperative agreement arrangements. Their specific assignment would be to identify project items or components in their fields of competence which the Bank might consider for financing as part of a larger project.

I should be grateful to have your reaction to this suggestion, which we might perhaps discuss at the forthcoming session of AOC here.

With best regards,

Yours sincerely,



René Mahieu

SECTION
COMMUNICATIONS

1974 APR -2 AM 4: 21

RECEIVED

22 44
✓ UNESCO/IBRD COOP. PROGRAM

March 28, 1974

Mr. W. van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
place de Fontenoy
Paris, France 75700

Dear Van:

This is in response to your two letters of January 21 and February 12, 1974, attaching excerpts from Unesco's proposed program and budget for the biennium 1975-76. It seems to me useful in this letter to speak of budgets and the future of the Supplementary Cooperative Program together, since they are closely related from a practical point of view. You will understand of course that this letter is not a final or official Bank statement, since on both questions there remain clearances and final decisions to be taken elsewhere in the Bank. It is a preliminary working level communication, which hopefully will prepare the way for agreement on both sides.

As you know, it has for some time been our view that the Supplementary Program is not achieving the results which were expected of it and also that there are no essential functions of the Bank/Unesco Cooperative Program relationship provided for in the Supplementary Program which cannot in principle be taken care of in the regular Program. We therefore have proposed to you informally that the Supplementary Program be terminated as of some reasonable date. This proposal was most recently discussed between us at a meeting in Paris on November 28 and 29, 1973. The substance of that discussion is on record. I suggest that the date for termination of the Supplementary Program be December 31, 1974. This marks the end of the current Unesco biennial program budget and therefore would appear to be a logical time.

As I understand it there are currently 33 professional posts (one frozen) in the regular Cooperative Program and six posts in the Supplementary Program. The current actual strength of the Education Financing Division is 28 professionals, leaving five vacancies, including the one frozen post. As a practical matter

Mr. W. van Vliet

- 2 -

March 28, 1974

I wish now to request that Unesco take no further action to fill these vacancies until we have reached a full understanding with regard to the Supplementary Program and our respective budgets. I recognize fully that decisions on staffing within agreed and authorized levels are an internal concern of Unesco and my request therefore has the status of a working level suggestion, but obviously it is related to the practical problems of terminating the Supplementary Program and arriving at budget decisions which are acceptable to both agencies.

With regard to the IBRD budget for fiscal year 1975, I suggest that under the heading of "Cooperation with Unesco" (which combines both programs) we make provision for a total of 34 manyears of professional services plus two manyears of consultant time. This latter provision would apply to the regular Program only. In practical budget terms this would mean that the Bank undertook to provide its share of support through June 30, 1975, at a level approximately the same as the current actual strength of the two programs. Within such a budgeted total how Unesco chose to distribute its own personnel would of course be its own decision, subject only to the established practice of consultation regarding appointments to the EFD.


Adding appropriate amounts for travel and consultant fees, I understand this would provide a Bank input to the Cooperative Program for the period of our coming fiscal year at just about the level contemplated in your own biennial program and budget.

In terms of work programs and manpower availability, we contemplate that provision for 34 professionals, three of whom would be administrative, would leave 31 manyears or 1,240 manweeks for Cooperative Program activity. Adding 104 manweeks for the two consultant manyears would give us a total of 1,344 manweeks, which we believe should be sufficient to cover all the anticipated requirements of the regular Cooperative Program. It would not provide any substantial margin for special studies but, as you know, we regard these for all practical purposes as being no longer active under the Cooperative Program.

I hope very much that these proposals will meet with agreement on the part of Unesco. We feel that through the Cooperative Program, the Bank and Unesco have developed a very sound and useful relationship and that these proposed adjustments in the specifications of that relationship will contribute to even better cooperation in the future.

With cordial regards,

Sincerely,


Duncan S. Ballantine
Director
Education Department

DSB/hl

LT-UNESCO
✓ CC-LT-UNESCO/SBWA COOP PROGRAM
CC-LT-UNACC-SUBCOMMITTEE + GRANT

December 12, 1973

Mr. Rene Maheu
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, Place de Fontenoy
F 75700 Paris, France

Dear Mr. Maheu:

This is in reply to your letter of November 20, 1973, transmitting the text of Decision 4.4.2 of Unesco's Executive Board based on its consideration of the report on Unesco's science policy programs presented by the ad hoc working group of the Advisory Committee on the Application of Science and Technology to Development (ACAST).

The ACAST working group seems to have made a very useful report on Unesco's programs under the headings of science and technology. The World Bank is exploring its proper role in this important area, and I think it is likely that we will be able to evolve a useful approach to supporting the advancement of science and technology, as was suggested by the working group. Indeed, we already provide considerable support for activities relating to science and technology both in connection with project loans and credits and in our support for research institutions and research projects in our developing member countries. I would expect this component of our assistance to increase in the future.

The working group report suggests that the World Bank should also support "activities" of Unesco which form part of Unesco's own program of assistance in the field of science and technology. As I know you understand, the World Bank could not provide budgetary support for the regular programs of another specialized agency. If, as I assume, that is what the suggestion refers to, you may wish to bring this to the attention of your Executive Board in due course.

The working group, and the resolution, also suggest that it might be desirable to establish a cooperative program between the World Bank and Unesco similar to that which we have established to deal with projects "in the sphere of education." We have serious difficulties with this suggestion, and suspect that the parallelism between financing of the education sector and the problem of support for measures for science and technology, which apparently existed in the mind of the working group, reflects some misunderstanding on the part of the working group of the nature of the Bank's operations.

December 12, 1973

We doubt, for instance, whether there is a large category of projects in "science and technology" comparable to projects in education, agriculture, transport or other sectors in which the Bank group provides capital assistance to its member countries. There are, on the other hand, scientific and technological aspects or dimensions to many projects financed by the Bank Group. But we believe that these are, or can be, adequately dealt with under existing arrangements, including our cooperative program with Unesco. After all, part of the rationale for establishing the cooperative program when it was originally proposed to the Executive Directors of the Bank was that a staff located in Unesco, and engaged primarily in identifying and preparing projects for Bank Group financing, could draw on and benefit from other parts of Unesco's program, including your programs in science and technology. I think, therefore, that any attempt to work out a separate cooperative program in a sector that is ill defined in terms of World Bank operations might divert a lot of time of your staff, and ours, without producing any concrete proposals likely to enhance significantly the present capacities of our two organizations to assist our member countries to obtain more benefits from applications of science and technology.

I have expressed myself very frankly on this proposal and I hope you will be no less frank in letting me know whether you share my views. If so, I think we should inform ACAST in some suitable manner that while we share their desire that our two organizations should work more effectively to assist member countries to make better use of science and technology, we do not think that a separate cooperative program along the lines of our well established program dealing with the education sector would be an effective way to accomplish that objective. If you find that you cannot agree with me on the position I have outlined above, let us by all means discuss the matter further.

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

MLHoffman/pnn

December January 11, 1973 *MLH*

Cleared in principle and cc: Mr. Knapp
Mr. Baum/Mr. Ballantine

Cleared with Mr. W. Clark
Mr. C. Weiss

cc: Mr. Steuber (Paris Office)
Mrs. Boskey
Mr. Franco/Mr. Chatenay
Mr. McNamara's files (2)

LT-UNESCO/IBRD
Comp. PMS

December 20, 1973

Mr. W. van Vliet, Director
Educational Financing Division
Department of Planning and
Financing of Education
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris, France

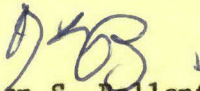
Dear Van:

In response to prodding from Werner to comment on the minutes of our meeting in Paris on the Supplementary Cooperative Program--at the moment we have misplaced the copy of the minutes you sent us and if we do not find them tonight I will cable you asking for another copy--with many apologies.

Meanwhile, however, I do recall that we agreed to run a two-to three-month test to identify "invisible services" to the cooperative program and my recollection is that you had agreed to give us some indication of how that test would be run. I am hoping we can complete that exercise fairly promptly. As you know, I feel that some sort of corrective action on the supplementary program will need to be taken and I should like to avoid any unnecessary delay. Can you let me know about the test run at your early convenience.

With best regards,

Sincerely yours,



Duncan S. Ballantine
Director
Education Department

DSBallantine/rcm

OFFICE MEMORANDUM

TO: File

DATE: December 3, 1973

FROM: D. S. Ballantine *DSB*SUBJECT: Meetings at Unesco Headquarters: November 28 and 29, 1973
Cooperative Program

During the Board of Governors meetings of the IIEP I was able to meet several times with Unesco people on current questions.

Supplementary Cooperative Program: I met on this subject with Messrs. Platt, van Vliet, Masee (EPP), Ochs (Curriculum and Structures), Knapp (Curriculum and Structures), and one other. Indicating that I had not discussed the Supplementary Cooperative Program with higher authority since my talk with Mr. McNamara leading to his letter of June 13, 1973 to Mr. Maheu, I outlined the following as my own view of the Bank's budgetary and manpower situation in education.

There are three main sources of manpower for Bank educational lending operations--in order of magnitude: (1) the regional project divisions, (2) Unesco and FAO cooperative programs and (3) CPS. At their present size (9-11) the divisions operate at less than optimum efficiency. To a lesser extent this is also true of CPS. The Unesco/IBRD Cooperative Program, on the other hand (totalling altogether about 35 man-year effectives) is of a viable size. To achieve maximum effectiveness from all sources, therefore, it was necessary to review the present distribution of resources and perhaps gradually to redeploy staff as between the Cooperative Program and the Bank. Given the present tightening of the Bank's budget (and I assumed the same intention by Unesco) we could not tolerate, beyond a reasonable time to make adjustments, any inefficient deployment of manpower.

For this reason I had suggested to the Educational Financing Division that they not hurry to fill the present 3-4 vacancies until we had considered with our P&B possible shift of those funds to other accounts. We would also be examining the composition of the EFD team and finally, it was necessary to take a hard look at the account of the Supplementary Cooperative Program (SCP).

There are two aspects to the SCP: (a) the balance between provision of six posts in EPP division and other departments in Unesco and the reciprocal rendering of (72 man-months per year) services to the regular program and (b) the status of "special studies".

As for the balance of the account of the SPC, from September 9, 1970, when it began, through June 30, 1973, the total manpower provided to it was 547 man-weeks, minus 89 man-weeks for leave, leaving a net total of 458 man-weeks. Against this 314 man-weeks of services had been provided, leaving a deficit for this period of 144 man-weeks or about 31 percent. Moreover, of the services due about 42% had been provided on missions and 27% in the special studies.

The special studies had never been regarded by the Bank as having the highest priority and were included in the SPC at the behest of Unesco. Since the inception of a line item for research in the Bank's own budget shortly after the SPC agreement, there was less reason (in the Bank view) for supporting special studies in this manner although admittedly the need for occasional studies could be foreseen.

From this account, however, it did not appear that the mechanism of the SPC (prior provision of replacement manpower for specialized personnel made available to Cooperative Program missions) had effectively assured such a supply. In any case demand and supply had not balanced and a review of the experience did not suggest that it ever would.

Unesco pointed out that there were certain invisible services rendered (reading and discussing EFD draft reports, briefing EFD or Bank missions, etc.) which had never been counted. I stated that if they could be reliably identified we would not object to including such services. It was agreed that Unesco would run a test count over a 2-3 month period to estimate what the volume of these services might be. This would provide a better basis for determining future needs of the SPC.

Unesco stated that they were currently engaged in preparing the biennial budget for calendar 1975-76 which would have to be ready for the Director General by January. Mr. van Vliet said he foresaw no increase of EFD for that period and none appeared indicated for the SCP. The question remained, however, whether a decrease in SCP was needed and how much. I had previously indicated that if cutbacks were made in SCP the Bank would accept a "reasonable period" for them to be made. However, I could not at this time agree to maintaining present levels for a period as long and remote as the 1975-76 biennium. In any case it has always been understood that Unesco's advance budget planning involves no firm commitment by the Bank, which can only be made by its own budget actions.

We reviewed briefly the status of the special studies. Unesco reports that the "indicators" study by EPP is substantially completed. The "curriculum" study could be put into first draft by the end of the year. The "programmed learning" study would require additional funding which the Bank had earlier declined to provide. It appeared, however, that the study might be continued as a joint venture of Unesco/ILO (Turin). The teacher training study had encountered unforeseen technical difficulties and was not likely to move ahead. No decisions were taken regarding these studies, the intention having been to give Unesco a fair chance to state its case. My own conclusion is that we should allow a brief time for finalizing the "indicators" study and until January 1 for the first draft of the "curriculum" study. The other studies should terminate as far as the Cooperative Program is concerned.

With Mr. van Vliet separately I resumed discussion of the surplus architect situation. He agreed to begin by exploring with one architect the possibility of taking up work in Washington.

cc: Messrs. Baum
Hoffman
Education Division Chiefs
Education Department Staff
DSB:jsc

✓ LI - UNESCO / IAAJ
Coop. Progr.
cc LI - UN Sub. Comm.
November 30, 1973 + Groups

Messrs. Knapp, Wm. Clark and Baum

Michael L. Hoffman

Unesco Proposal for New Cooperative Program

I spend a fair amount of time fending off proposals for new cooperative programs. Whatever the attitude within the Bank, that 75-25 sharing formula has acquired irresistible glamour in the UN system, at least with Directors General. But you can't win them all.

We have been expecting a letter from Maheu along the lines of the attached for the last couple of months. With reference to the last paragraph, I had a "preliminary exchange of views" with Fobes at the ACC meeting, but if Mr. McNamara did, he didn't mention it to me. In any case, I cannot imagine he would have said anything more than I did, which was, essentially, that I hoped we wouldn't get such a request, but if we did, we would have to deal with it.

This proposal originates with the UN Advisory Committee on the Application of Science and Technology to Development (ACAST). We have a long record of highly unproductive interchanges with ACAST about which Mr. Weiss can brief you if necessary. However, I do not think it is necessary to go into all of that for present purposes. ACAST has been promoting a world "action program" for science and technology on which at some point a price tag of \$3 billion was placed. As they are getting nowhere in particular with this, they are trying to influence the work of existing agencies in ways that could be said to implement the action program and, of course, looking for new resources.

The actual recommendation for a Bank/Unesco cooperative program appears almost as an afterthought in a series of conclusions of an ACAST working group that examined Unesco's own science policy program -- of course they stumbled over our coop program in the process. It found its way from there into the resolution attached, and thus into Maheu's letter.

It seems to me there are two ways we can handle this. We could acknowledge the letter and ask Maheu whether he has any concrete proposals. This would start a lengthy exchange, take up a good deal of time, soothe ACAST, and probably encourage certain elements in Unesco to think there might be some cash at the end of the trail.

The second kind of response, which I favor, would be to say right away that so far as the "activities" part of the recommendations are concerned, it would be out of the question for the Bank to support parts of the regular program of another international agency. (It is clear from the context of the ACAST review that this is what "activities" means.) Maheu and Fobes both know this perfectly well, but they ought to dispel any illusions that exist either inside the organization, or in their Executive Board, and in ACAST.

So far as the second half of the recommendation is concerned, we would say that we are unable to see what "projects in science and technology" as a category of projects comparable to, say, education, agriculture, etc., might be. In fact, there are scientific and technological aspects to many projects financed by the Bank, but these are adequately dealt with under existing arrangements, including our cooperative program with Unesco. In short, "science and technology" form a dimension of projects rather than a category of projects. We, therefore, don't think it would be fruitful to pursue the idea of a separate cooperative program in "science and technology."

Of course, the language would not be as blunt as the above. If we want to say something positive, we could say that we would not be averse to considering adding to the cooperative program some manpower from Unesco's science departments if and when the priorities of our member countries seem to call for such action, but we do not see such a need now. But it seems to me that we might as well try to persuade Unesco now that it would be a waste of their time and ours to try to make sense out of a recommendation which is conceptually confused and operationally meaningless merely to satisfy ACAST's urge to "do something" about "science and technology"

May I have your views?

MLHoffman/pnn

ncost

cc: Mrs. Boskey
Mr. C. Weiss
Mr. Franco-Holguin



LI-UNESCO
✓ CC: LI-UNESCO/ACCORD COOP PROGRAM
CC: LI-UNACC-SUBCOMMITTEES & GROUPS

united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

02
The Director-General

reference: DG/7/10.987

20 November 1973

Dear Mr. McNamara,

I have the pleasure to send you herewith the text of Decision 4.4.2 which the Executive Board adopted at its 93rd session (12 September - 11 October 1973) following its consideration of the agenda item entitled "Report of the Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) on Unesco's science policy programmes". A copy of the Working Group's report is also enclosed. - NOT ENCLOSED

As you will see from paragraph 5 of this decision, the Board has requested me to draw your attention to the UNACAST suggestion (paragraph 18 (h) (ii) of the report) that "Unesco and the Bank should jointly explore the possibility of concluding arrangements whereby the Bank could provide support for Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco; these arrangements possibly to take the shape of a Memorandum of Understanding to be concluded between the two organizations, similar to that already in force between them in the sphere of education".

I should be grateful for your views on this recommendation, on which, I understand, you had a preliminary exchange of views with Mr. Fobes at the recent ACC meeting in New York.

Yours sincerely,

René Maheu

René Maheu

Mr. Robert S. McNamara,
President,
International Bank for Reconstruction
and Development,
1818 H Street, N.W.,
WASHINGTON, D.C. 20433

United States of America

4.4.2. - Report of the Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) on Unesco's science policy programmes (93 EX/14 and Corr. and 93 EX/42 Part I)

The Executive Board,

1. Having examined document 93 EX/14 and Corr. and the report of its Programme and External Relations Commission thereon (93 EX/42, Part I, paragraphs 56 to 69),
2. Takes note of the contents of the report on Unesco science policy programmes over the past decade, drawn up by an Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) and unanimously approved by the parent committee UNACAST;
3. Concurs with the conclusions reached in that report; expresses its gratification at the considerable fund of experience accumulated during the past two decades by Unesco in the science and technology policy field; and emphasizes the importance of the rôle which Unesco has played and should continue to play by itself as well as within the United Nations system, in matters relating to science and technology policies and institutions;
4. Requests the Director-General to forward the report to the Administrator of UNDP, drawing his attention to the fact that, in UNACAST's judgement (paragraph 18 (h) (i) of the report), UNDP financial support for regional science policy meetings at the level of governmental experts would be a well-justified form of development investment;
5. Further requests the Director-General to forward the report to the President of the World Bank, drawing his attention to the UNACAST suggestion (paragraph 18 (h) (ii) of the report), that Unesco and the Bank should jointly explore the possibility of concluding arrangements whereby the Bank could provide support for Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco; these arrangements possibly to take the shape of a Memorandum of Understanding to be concluded between the two organizations, similar to that already in force between them in the sphere of education;
6. Emphasizes the interest of the precedent established by the report and the continuing dialogue envisaged in its paragraph 18 (b), as representing an economical and efficient procedure, which illustrates one means of ensuring that "regular and continuing evaluation and assessment" of Unesco's programme activities recently called for by the Board (in 89 EX/Decisions, 4.1.2. II and 92 EX/Decisions, 3.3) and which, with appropriate adaptations, might prove suitable for application to other aspects of Unesco's natural sciences programme.

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LI-UNESCO/IBRD
C.M.P. 10/8

OFFICE MEMORANDUM

TO: Mr. D. S. Ballantine

DATE: 20 November 1973

FROM: Gabrielle Le Blanc

SUBJECT: Summary of 10 September Report on Supplementary CP Discussion

1. Unesco feels that the supplementary agreement is in general satisfactory and that the experiences of the past three years should enable both organizations to focus on better utilization of the program.
2. In this light, Unesco proposed 4 principal areas which the supplementary program could include in the years to come:
 - increased participation in CP/IBRD missions;
 - continuation of work on country profiles, which will be improved in the future with inputs from Unesco regional education offices and from information in country programs. It is requested that the Bank respond to individual country profiles as they are prepared.
 - continuation of special studies, which could be most useful for the two organizations. Unesco's underestimation of timing and complexity of studies should not prejudice this aspect of the program.
 - Unesco would wish to assist in speeding up Bank project implementation, first by developing a plan of operation before the loan/credit agreement is signed and secondly, by offering a "trouble-shooting" service after the loan/credit agreement becomes effective.
3. The reactions from the Bank to these 4 points varied. : Mr. Ballantine was on the whole favorably disposed, with certain reservations on the special studies and the new implementation proposals. One of the regional education chiefs was firmly opposed to continuing the supplementary CP, another had many reservations and the 3 others appeared to be generally satisfied with the program and open to constructive ideas on possible future reshaping of it.
4. Unesco should consider the priority it wishes to give to the three activities - missions, country profiles and special studies, so that conflicts of staff utilization will not occur. It was recognized that participation of supplementary CP personnel in CP/IBRD missions is a question of internal Unesco scheduling. It was also recognized that the need for country profiles will diminish, except for the 25 least developed countries, and that more analytical and less descriptive information should be included in the profiles prepared in the future.
5. The Bank appeared favorably inclined to maintain a program of special studies, but despite assurances that Unesco would finance the continuation of the three ongoing studies, the Bank felt they should be terminated. For future studies, it was suggested that the emphasis be less research oriented and more directly allied to Bank concerns, and that a strict agreed-upon timetable be established for each study.
6. Concerning Unesco's suggestions for assisting in Bank implementation, reactions from the Bank split between no interest at all, and a welcoming of such assistance - with inputs from Unesco headquarters as well as from the regional Unesco education offices.

7. Discussion brought up two new suggestions: the transfer of 24 man/months either from CP or from supplementary CP for (a) the creation of a post within the Unesco Bangkok office for a science teaching adviser to advise on equipment lists and consultants and (b) the provision within the IBE of a specialist to assist in the inventory which the IBE might undertake following Bellagio discussions.

8. On administrative points, the Bank agreed that the 6 posts financed under the supplementary CP would be maintained for two years, but felt that the manpower for the two new suggestions (see 7 above) should come from these 6 posts. The Bank agreed that the services provided by Unesco should continue to come from the Education Sector, and that the staff should continue in their present assignments. It was also agreed that the full utilization of the 72 man/months of services provided under the supplementary CP should be assured by the Bank, in agreement with Unesco. There was to be no change in the proportion of financing paid by each organization (75%-25%), and it was understood that the services were to continue to be provided free to the organizations' member countries.

9. In the November discussions, Unesco should therefore work from the following basic positions:

- (a) mission work - insist on increased participation in all CP missions, particularly those of evaluation where Unesco could be of substantive assistance;
- (b) country profiles - request a list of those profiles which will be needed, but remain aware that the requests will diminish;
- (c) special studies - maintain a "study" portion of the supplementary CP, accepting the proposals in 5 above, and request a grace period of a few months to wrap up at least some of each of the unfinished studies;
- (d) new activities - propose that the two new activities (plan of operation assistance and trouble-shooting assistance) be undertaken by joint Unesco/Bank teams.
- (e) If the Bank reintroduces the idea of transferring 24 man/months as in 7 above, the two new posts created should be considered as part of the whole CP, not just the expanded CP.

10. The only issue to which the Bank should give further consideration relates to the need for a Bank commitment towards full utilization of the 72 man/months of the supplementary CP. As there seems to be some Bank sympathy for this need, Unesco should press for a Bank commitment.

CP-1204-200
CC-12-UNESCO/IBRD and 1105/100

Mr. D.S. Ballantine

November 19, 1973

R.P. Brandenburg

UNESCO Supplementary Cooperative Program - Basic Equipment Lists and Use of Consultants (Meeting - November 8, 1973)

The discussion held on November 8, 1973 first agreed that the basic equipment lists should be extended. This decision was based on the study which the CPS undertook on basic equipment lists and the collection of related data from international and quasi-governmental agencies. The purpose of the study was to determine where lists existed which could be of use to the Bank and assist in identifying gaps and new subject areas which could be developed. More recently, conversations were held with IBRD agricultural and technical educators with respect to the above, in order to reach a general consensus of opinion as to what areas and levels should be up-dated, expanded or developed. A chart has been produced indicating the aforementioned information and was distributed to the division chiefs on November 8, 1973 (see attachment).

We now intend to hold two meetings (1) with agricultural educators and (2) with technical educators to identify the areas of highest priority and rank them accordingly. Thus, we can single out ten or more crucial areas and go forward with the preparation of the basic lists.

In addition, there was discussion how the Bank can assist the borrower in the improvement of the educational equipment procurement cycle. Mr. Pennisi had suggested in his memo of September 14, 1973 that the UNESCO Supplementary Cooperative Program could be of considerable use to the Bank. The idea was that personnel from UNESCO headquarters could be sent to the field during project identification and/or preparation to assist in (1) adjusting standard basic lists; (2) assessing local capabilities; (3) advising about procurement installation, and maintenance^{1/}. Mr. D.S. Ballantine felt the use of UNESCO regional offices would be most useful in this endeavor. Mr. J. Stewart felt that the Bank should retain more control and thus favored the use of consulting firms. Another suggestion included the use of the Bank field staff.

The main thrust of the above discussion relates to the overall opinion that snags in the education project cycle could be avoided by the IBRD's earlier involvement. It was unanimously recommended that there is a need to very early investigate and assess a country's local capability for the adjustment of equipment lists and the necessary

1/ In pertinent cases adjusting curriculum.

procedures which follow. Thus during the project preparation stage there would be an opportunity to discuss the drafted equipment lists and explain to the borrower that in order to satisfy IBRD specifications the procurement package must contain detailed information on the performance, engineering and operational data of the learning system and the equipment required. At this point, the borrower should be made aware that the vendor must supply specific operating and technical characteristics of all equipment components -- i.e., provision of operating manuals, student work books, and teacher guides. Ideally, the supplier should be responsible for the installation of the equipment and be prepared to conduct training seminars for the school personnel involved. The cost for such seminars should be included in the project cost. If the supplier is requested to provide the in-service training, the cost should be included in the equipment package and shown as a separate cost item to facilitate comparison between suppliers who can and who cannot provide staff in-service training. The need for seminars to be conducted by the suppliers would depend on the local capacity in conducting in-service training since it cannot be assumed that the teachers or maintenance personnel in the project schools can handle the new equipment without organized training. Equally as important as the in-service training is the maintenance program. Equipment vendors must clearly indicate their ability to supply spare parts, maintenance manuals and repair services.

Based on the aforementioned discussion, certain procurement procedures would occur earlier in the time sequence of the project cycle in an effort to increase efficiency.

Attachment: a/s

cc: Messrs. Hultin (with attachment)
Erder "
Burt "
Lethem "
Pennisi "
Stewart "
Thing "

RPB/nm

Available Education Equipment Lists of IBRD and Other National and Quasi-Governmental Agencies

Education Level and Curricula Subject Area	General	Pre-Vocational (Lower Sec.)	Vocational (Higher Sec.)	Technical (Post Sec.)	Higher Education	Professional
<u>Agriculture-Agronomy</u>						
Land Clearing and Preparation	IBRD	IBRD/Unesco	IBRD			
Planting	"	IBRD	"			
Cultivation	"	"	"			
Reaping	"	"	"			
Propagation and Plant Breeding	"	"	Unesco		IBRD, Unesco	
Pest and Disease Control	*	*			IBRD	
General Soils			"			
Soil Sciences and Crop Science	*	*				
<u>Agriculture-Engineering</u>						
Basic Woodworking	IBRD	IBRD	IBRD			
Farm Machinery	"	"	"		Unesco	
Basic Metal Working	"	"	IBRD/Unesco		"	
Elementary Surveying	"				IBRD	
Advanced Farming Machinery	"				IBRD/Unesco	
Advanced Metal Working	"				"	
Advanced Woodworking	"					
<u>Animal Husbandry</u>						
Cattle Production		*	*		*	
Animal Feed Analysis		IBRD	IBRD		IBRD	
Dairy Products Analysis		"	IBRD/Unesco		IBRD/Unesco	
Slaughter House					*	

* Request List.

Education Level and Curricula Subject Area	General	Pre-Vocational (Lower Sec.)	Vocational (Higher Sec.)	Technical (Post Sec.)	Higher Education	Professional
<u>Animal Husbandry Cont'd</u>						
Veterinary Aid and Innoculations		IBRD	IBRD	*		
Poultry Production		"	"	*		
Swine Production		*	*	*		
Dairy Production		*	*	*		
Sheep and Goat Production		*	*	*		
<u>Art</u>						
Commercial Art	*	*	*	*		
Arts and Crafts	IBRD	IBRD	IBRD			
Arts and Crafts-Furniture	"	"	"			
Fine Arts - Furniture	"	"	"			
Graphic Arts	*	*	*	*		
<u>Audio Visual</u>						
Language Laboratories	IBRD	IBRD,ILO	IBRD,ILO	IBRD,CEDO, Unesco	IBRD,CEDO, Unesco	
<u>Business Education</u>						
Commerce	IBRD	IBRD	IBRD			
<u>Home Economics</u>						
Clothing and Textile		IBRD**	IBRD**			
Food and Nutrition		"	"			
Laundry and Cleaning		"	"			
Home Nursing		"	"			
Home Management Apt.		"	"			
Child Development Center		"	"			

* Request List.

** Request Updating.

Education Level and Curricula Subject Area	General	Pre-Vocational (Lower Sec.)	Vocational (Higher Sec.)	Technical (Post-Sec.)	Higher Education
<u>Science Teaching</u>					
General Science	IBRD, UNICEF	IBRD, UNICEF	IBRD, UNICEF	UNICEF	
Biology	"		"	"	
Chemistry	"		"	"	
Physics	"		"	"	
<u>Social Studies</u>					
History and Geography	IBRD**	IBRD**	IBRD**		
<u>Forestry</u>					
Wood Technology			*	*	*
Logging			*	*	*
Milling			*	*	*
Grading			*	*	*
Logging Technology			*	*	*
Forest Engineering			*	*	*
<u>Horticulture</u>					
Gardening and Food Crop Production		*	*	*	
Gardening (family)			*	*	
<u>Food Science and Technology</u>					
Food and Nutrition Science			*	*	
Food Technology			*	*	

* Request Lists.

** Request Updating.

November 2, 1973

SPECIAL DELIVERY

Mr. W. van Vliet
Director
Educational Financing Division
UNESCO
Place de Fontenoy
Paris 75700, France

Dear Van:

The preparations for the review meeting are well advanced. We have had discussions within the Bank, and on the basis of these, have prepared a short paper which I enclose. The major items which we will want to discuss are covered in that paper.

We are establishing an agenda for the meeting, which will include, in addition to discussion of the major items, a review of the CP budget, as extensive a review as you could provide at this time of the Supplementary CP, including time spent on CP work and the state of progress of the special studies (if UNESCO still considers them operative), as well as a country review.

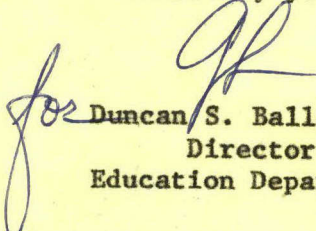
There are many people here who have expressed the desire to meet with you, including Michael Hoffman and most of the regional Project Directors. The Education Division Chiefs are, of course, in addition to participation in general discussions, planning their usual periodic operational review.

We would also like to schedule one session of a preview of the Education Sector Paper, which we are now revising.


The positive feedback from Necat Erder's and my Paris discussions with your staff has encouraged me to plan a similar session with our professional staff. We would like to schedule a half day for this purpose.

I would most welcome any suggestions on your part. As I know you are spending some days in the Netherlands immediately prior to our meeting, I hope you could cable us any comments you may have.

Sincerely yours,


Duncan S. Ballantine
Director
Education Department

Enclosure

GLB/mms 

IBRD/UNESCO COOPERATIVE PROGRAM

In discussions within the Bank in preparation for the forthcoming review meeting (12-16 November), there has been focus on possible procedural modifications in the CP in order to meet mutual needs in a more satisfactory manner. There has also been discussion on where it is felt that UNESCO could - given the changing nature of Bank procedures - best contribute.

Some suggestions which have been extensively reviewed and which might be of help in CP discussions are outlined as follows.

Sector Work

It is felt that UNESCO could make its best contribution within the CP at the level of Sector Analysis. Such analysis could include basic sector studies as well as a more limited type of sector study which would indicate possible areas of lending, rather than delving into particular project items.

Such reports would be used by the Bank as the basis for the preparation of a lending program comprising a sequence of projects.

This sector work would be followed by Reconnaissance Missions, which would identify and discuss with the government specific project items.

Project Work

It has become apparent that each project requires a varying sequence of operations, and that each regional area within the Bank has an individual approach to project design work. Given these realities, it becomes important to recognize the need for a fluid and flexible sequence of operations in each case.

Within this flexibility, there is agreement that at certain stages in the project cycle a number of "communication points" would occur.

The first of these points is the agreement between UNESCO and the Bank on the terms of reference for each mission. It is expected that substantial information on the nature of a particular mission will be transmitted to UNESCO as soon as possible after the request for UNESCO assistance. Terms of reference can then be drawn up by UNESCO upon receipt of this input information and communicated to the Bank for concurrence. It is hoped that this procedure can be established as a regular one for each mission.

The second point of communication in this sequence is the briefing of the mission leader in Washington. This, too, is hoped to become a regular procedure.

There are three other possible points for communication: the field visit, debriefing of the mission leader in Washington and discussion of the report outline in Paris. It is hoped that not less than one of these three be agreed upon for each mission.

It was noted that exchange of draft reports has been useful. In respect to the present UNESCO white cover report, it might be pertinent to distinguish in each case whether communication to the Bank is for purposes of information and/or comment.

It would also be useful to review some aspects of project preparation work, as changes in project content between reconnaissance and preparation occur, and tactics to deal with these government-inspired changes could profitably be discussed.

Discussion also centered on Bank scheduling concerns due to the length and uncertainty of timing of UNESCO report publication. If an agreed upon timetable with time deadlines could be adopted, it would greatly alleviate such scheduling problems. Depending on the nature of the report, a limit of 3 to 5 months, or 4 to 6 months could be agreed upon.

Staff

It is hoped that continued interchange of personnel on missions can take place. The Bank recognizes that in this respect improvement on its side is required, as there have been relatively few Bank inputs as compared to those from UNESCO.

The above tactic will help in what has come to be called a communication gap.

Equally important, however, is the program of IBRD/UNESCO staff seminars, the first of which took place in Paris this autumn. It is considered advisable that once or twice a year these seminars be scheduled, and that sufficient time be made available for them to become substantial dialogues.

A problem has begun to be recognized in respect to manpower budgeting on the part of UNESCO. With new Bank program and budgeting procedures, the UNESCO inputs to Bank work are difficult to quantify for individual missions and other activities. It would be helpful if the present UNESCO monthly time reporting system could be reviewed to make it more responsive to these manpower budgeting needs.

November 2, 1973

SPECIAL DELIVERY

Mr. W. van Vliet
Director
Educational Financing Division
UNESCO
Place de Fontenoy
Paris 75700, France

Dear Van:

The preparations for the review meeting are well advanced. We have had discussions within the Bank, and on the basis of these, have prepared a short paper which I enclose. The major items which we will want to discuss are covered in that paper.

We are establishing an agenda for the meeting, which will include, in addition to discussion of the major items, a review of the CP budget, as extensive a review as you could provide at this time of the Supplementary CP, including time spent on CP work and the state of progress of the special studies (if UNESCO still considers them operative), as well as a country review.

There are many people here who have expressed the desire to meet with you, including Michael Hoffman and most of the regional Project Directors. The Education Division Chiefs are, of course, in addition to participation in general discussions, planning their usual periodic operational review.

We would also like to schedule one session of a preview of the Education Sector Paper, which we are now revising.

The positive feedback from Necat Erder's and my Paris discussions with your staff has encouraged me to plan a similar session with our professional staff. We would like to schedule a half day for this purpose.

I would most welcome any suggestions on your part. As I know you are spending some days in the Netherlands immediately prior to our meeting, I hope you could cable us any comments you may have.

Sincerely yours,
Duncan S. Ballantine
Director
Education Department

Enclosure

GLB/nms

(R.C. Box 464-12)

Unesco

LI-UNESCO

✓ CC: LI-UNESCO/IBAD COOP. PROG

Mr. Michael L. Hoffman

October 12, 1973

Sven Julin

UNESCO; 93rd Session of Executive Board,
September 12-October 12, 1973

1. Among the several items on the agenda for this session, the financial crisis of UNESCO caused by dollar devaluation and inflation was the most important one. Apart from finance, discussions ranged as usual from esoteric rhetoric to political squabbling. The present memo covers only the financial crisis, UNESCO's science policy programs (for which a new Cooperative Program has been proposed), and the working methods of the Executive Board (where no real progress is to report, in fact).

Finance

2. The upshot of the deliberations was to summon an extraordinary session of the General Conference on October 23-27 to consider the financial position of the organization and the measures recommended by the Executive Board to redress the situation. As set forth in the attached documents 3XC/3 and 4, UNESCO is facing a budget deficit of about \$23.7 million for 1973-74 (\$15.9 million on account of inflation and \$7.8 million on account). Primarily through deferment of recruitment and a pruning of the program, the originally calculated deficit could be brought down to \$12.7 million, which will have to be covered by member states. Following the lengthy Executive Board discussions, it would appear that the members have no alternative than grasping the nettle and agree to a supplementary contribution. Against this background the extraordinary session of the General Conference is expected to be primarily a formality.

3. Conversations with UNESCO officials indicate that, unless the recommendations of the Executive Board are reversed by the General Conference, the Cooperative Program would not be affected by the proposed economy measures.

Science Policy

4. I summarized in my memo to you of September 21, 1973 the proposal for a Cooperative Program in the field of science and technology, and its background. I do not believe there is much to add at this juncture but enclose, for the records, the relevant report from the Program and External Relations Commission (document 93 EX/42, pages 18-21). The UNESCO Secretariat will in due time formally approach the Bank on this subject.

Working Methods of the Executive Board

5. The Board's peculiar characteristics of a discussion club has for many years exasperated several of its members. Its working methods were reviewed also at this session without tangible results. The Nordic countries are however determined to press hard for a drastic revision of the Board's procedures. Their proposals in this regard have been subjected to dilatory tactics (like for instance the half-hearted review undertaken at this session) on the part of a number of Board members. The Nordics are however confident that their proposals for far-reaching reforms will be brought up for discussion by the Executive Board at its spring session in 1974.

Atts.

cc: Mr. Ballantine
Mr. Weiss

SJ:lp1

- (e) these Regional Offices to be effective should be adequately staffed by programme specialists, competent in education, research and implementation in the fields of:

science policy;
basic and applied sciences;

and specialists in the fields of hydrology, life sciences, oceanography, information transfer, geology, ecology, etc. whenever appropriate;

- (f) these Regional Offices, in order to keep more closely in touch with local conditions, should increasingly involve scientists of the region in all possible ways, including in advisory bodies, in the Offices' activities;
- (g) these Offices should enjoy greater powers to administer their budgets and, accordingly, should be given responsibility for them, as are Headquarters departments and divisions; in particular, they should possess their own funds to provide for travel expenses and to promote and finance specifically regional activities;
- (h) in studying the possibility of establishing new Regional Offices of this kind, priority should be given to West Africa, the northern part of Latin America and the Caribbean, and North East Asia;
- (i) in strengthening the present Regional Science Offices, and whenever establishing new ones, the rotation of staff between Headquarters and such Offices should be sought after;
7. Invites the Director-General to take into account the above general observations and guidance when preparing future Draft Programmes and Budgets of Unesco;
8. Recommends that the Director-General submit a more detailed report on the present and future rôle of the Regional Offices for consideration by the General Conference of Unesco at its eighteenth session, having distributed it to the Member States in good time.

Item 4.4.2 - Report of the Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) on Unesco's science policy programmes (93 EX/14 and Corr.)

56. The Programme and External Relations Commission examined documents 93 EX/14 and Corrigendum. The Assistant Director-General for Science introduced the documents, noting the success of this evaluation exercise. He trusted the Commission would derive some satisfaction from the terms of the UNACAST report, and believed the report's conclusions deserving of the Commission's close attention.

57. Eleven members took part in the ensuing debate. A theme common to all these interventions was the speakers' gratification at the evidence, provided by the UNACAST report, of harmonious co-operation between the two Secretariats, and at the positive nature of this exercise.
58. The first speaker stressed two points. The first of these was his satisfaction, which he believed the Commission would share, with the outcome of the UNACAST evaluation. In this connexion, he felt it would be opportune for the Commission to draw attention to the considerable fund of experience which Unesco had built up over the years in the science and technology policy field, even before UNACAST had been created, and to stress that this was a field in which Unesco had an important and continuing rôle to play.
59. His second point concerned relations with the World Bank. Since there already existed, between Unesco and the Bank, a formal Memorandum of Understanding in the sphere of education, he felt it time that a similar document be drawn up with regard to the sphere of science and technology.
60. Following speakers indicated their agreement with the sense of these proposals, and directed their comments to a series of individual points contained in the "Conclusions" section of the UNACAST report (paragraph 18).
61. One member, while concurring with the laudatory comments contained in the UNACAST report, felt that it overlooked one important element which he would like to see introduced as an "additional idea". He stressed that his observations implied no criticisms of the Unesco Secretariat Science Policy Division. All countries did indeed, in his view, need a science policy; more particularly, one which successfully integrated science and technology with the overall national aims and policies. However, there was an analogy to be drawn in this respect between an individual State and an international organization. Better planning was needed, so far as Unesco's own Science Sector was concerned. Priorities, as between the Sector's various long-term projects, needed clearer definition in relation to the overall aims of Unesco as a whole. This did not mean it should be the responsibility of the Science Policy Division, to define Unesco's own science policy: that must clearly remain the responsibility of the management, more specifically the General Conference and the Executive Board. He was however uneasy to observe how difficult it was to secure for certain vital projects, for instance solar energy research, the priority they properly merited within the Science Sector's scheme of priorities. Moreover, this was not a problem unique to Unesco. It also faced other organizations within the United Nations system: for example, UNACAST itself; the World Bank; the United Nations Food and Agriculture Organization; and so forth. While, therefore, he basically supported the draft decision before the Commission, amended to take account of the two points made by the first speaker, he in his turn wished to make two proposals.
62. The first of these proposals was to emphasize that Unesco should continue to fulfil its responsibilities in the field of science and technology policies, in particular within the United Nations system of organizations.

63. The second proposal was to bring out the additional idea which was the main point of his intervention. He felt this would be adequately reflected by the introduction of a single word ("themselves") into the written draft amendment (document 93 EX/PX/DR.1) which the Commission had before it. Subject to these two points, he would support the draft decision as amended.
64. Another speaker, while echoing the general satisfaction already voiced, underlined the importance of the substance of the previous speaker's second proposal, with which he wished to be associated. He would accordingly support the resolution, modified as previously proposed.
65. Other speakers limited themselves to expressing concurrence with the UNACAST report's conclusions, and with the terms of the resolution as amended. Among the points stressed was the value for developing countries of Unesco's science policy programme, and of regional science policy meetings at ministerial and more particularly governmental expert level. The forthcoming Conference of Ministers Responsible for the Application of Science and Technology to Development in the African Member States ("CASTAFRICA"), was cited as a good example of the value of regional science policy meetings. Several members expressed warm support for the paragraphs in the resolution which envisaged increased co-operation with, and financial support by, the United Nations Development Programme and the World Bank, in respect of regional science policy meetings at the level of governmental experts and in respect of Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco.
66. One member, reiterating his Government's belief in the value of evaluation exercises such as that now before the Board, and hoping to see the UNACAST evaluation visits put on a regular periodic basis, expressed the hope that proper feedback would be ensured from the developing countries themselves. He sought clarification (later provided by the Assistant Director-General for Science) in respect of paragraph 18(g) of the UNACAST report's Conclusions, as to what was meant by UNACAST's hope that Unesco's General Conference would lend its "moral authority" to encouraging, in the developed countries, an increased "development" element in their national R&D effort.
67. Replying to the debate, the Deputy Director-General suggested a less limitative wording in respect of the form which increased co-operation with the World Bank might take. Contacts between Unesco and the World Bank were already close, and negotiations under way for the strengthening and widening of co-operation; but he felt that there might be some hesitation, on the Bank's part, as to enshrining this in a formal Memorandum of Understanding.
68. The Assistant Director-General clarified the sense of paragraph 18(g) of the UNACAST report, recalling that it was part of the proclaimed UNACAST policy to encourage the highly developed countries to devote a higher proportion of their national R&D effort to problems specific to the needs of the less developed countries. As to the problem raised by another member who had cited the importance of solar energy research, he conceded that the Secretariat had probably underestimated, in its proposals for future work, the interest of Member States in this subject: this would doubtless call for programme adjustments within the Science Sector. A distinction was perhaps to be drawn between science policy and technological forecasting; but he fully accepted the need for application, within Unesco itself, of the modern techniques of policy planning, and assured the Board that this was a matter to which close attention was being paid.
69. One member expressed scepticism as to the Unesco/World Bank co-operation in the field of science and technology.

70. The Commission adopted, by 23 votes in favour, none against, and three abstentions the following resolution:

The Executive Board,

1. Having examined document 93 EX/14 and Corr. and the report of its Programme and External Relations Commission thereon (93 EX/42, Part I, paragraphs 56 to 69),
2. Takes note of the contents of the report on Unesco science policy programmes over the past decade, drawn up by an Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) and unanimously approved by the parent committee UNACAST;
3. Concurs with the conclusions reached in that report; expresses its gratification at the considerable fund of experience accumulated during the past two decades by Unesco in the science and technology policy field; and emphasizes the importance of the responsibility which Unesco has fulfilled and should continue to fulfil within the United Nations system of organizations themselves, in matters relating to science and technology policies and institutions;
4. Requests the Director-General to forward the report to the Administrator of UNDP, drawing his attention to the fact that, in UNACAST's judgement (paragraph 18(h)(i) of the report), UNDP financial support for regional science policy meetings at the level of governmental experts would be a well-justified form of development investment;
5. Further requests the Director-General to forward the report to the President of the World Bank, drawing his attention to the UNACAST suggestion (paragraph 18(h)(ii) of the report), that Unesco and the Bank should jointly explore the possibility of concluding arrangements whereby the Bank could provide support for Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco; these arrangements possibly to take the shape of a formal Memorandum of Understanding to be concluded between the two organizations, similar to that already in force between them in the sphere of education;
6. Commends to the Director-General the precedent established by the report and the continuing dialogue envisaged in its paragraph 18(b), as representing an economical and efficient procedure, which illustrates one means of ensuring that "regular and continuing evaluation and assessment" of Unesco's programme activities recently called for by the Board (in its decisions 89 EX/Decisions 4.1.2.III and 92 EX/Decisions 3.3) and which, with appropriate adaptations, might prove suitable for application to other aspects of Unesco's Natural Sciences programme.

Item 4.4.3 - Invitations to the Meeting of a Special Committee of Governmental Experts to prepare a draft recommendation to Member States on the status of scientific research workers (93 EX/36 and Corr.)

71. The Programme and External Relations Commission examined documents 93 EX/36 and Corr. which were presented by the Secretariat. It was pointed out that the Commission was not required to examine the substance of the preparation of a draft recommendation to Member States on the status of scientific research workers, but only the question of invitations to the special committee of governmental experts which was to be held at Unesco Headquarters from 23 to 30 April 1974.
72. One member suggested that the Council of Nordic Ministers of Education and Culture should be added to the organizations listed in paragraph 6 (b) (ii), and that organizations having special competence in the medical sciences and technology should be added to those listed in paragraph 6 (b) (iii).
73. Another member, also approving the proposed list, similarly requested, under paragraph 6 (b) (ii), inclusion of the Commonwealth Secretariat.
74. Two speakers requested information concerning the cost and duration of the special committee of governmental experts to be held in April 1974.
75. The Secretariat explained that, since this was a "Category II" meeting the expenses of the government experts and of the observers were to be borne by their respective governments/organizations.
76. The meeting in question would last six working days. The Secretariat estimated that, in all, some 120 persons might be expected to be present. The principal item in the Unesco budget for the meeting, was the sum of approximately \$7,000 for the simultaneous interpretation into four languages (English, French, Russian and Spanish).
77. It was confirmed that the status of Gambia as a Member State of Unesco as from 1 August 1973 would be respected in the dispatch of invitations (cf. document 93 EX/36 Corr.).
78. With regard to non-governmental organizations, the Secretariat proposed the addition of the International Peace Research Association (IPRA) to the list set out at paragraph 6 (b) (iii), on the basis of the expertise of this body and the close co-operation long established between it and Unesco.
79. With regard to the proposed inclusion of non-governmental organizations specialized in the medical sciences and technology, this would certainly be followed up by the Secretariat, the only proviso being that the bodies in question must be among those enjoying consultative relations with Unesco. The list of such organizations would be carefully scanned to this effect. At the same time, the reference in paragraph 6 (b) (ii): "European Economic Community" would be corrected to read: "Commission of European Communities".
80. The Commission unanimously decided to submit to the Executive Board the following resolution:

Mr. S. J. G. Burt

October 10, 1973

R. H. S. Fennell

Bank-UNESCO Cooperative Program

1972:

I have the following comments on Mr. Knox's memorandum of September 28,

1. Mr. Knox's proposals are less radical than those proposed in Mr. Thint's memorandum, but they would, nevertheless, involve a major change in the Cooperative Agreement. Education Financing Division would become a group servicing Bank needs and no longer an important arm of UNESCO, the UN specialized agency with principal responsibility for education.
2. However, there is a strong logic in Bank staff taking the initiative in early sector work as suggested in Mr. Knox's para.(1) now that regional project divisions have more direct influence on the shape of Bank sector lending policy in a particular country.
3. EFD could be very effective in doing the planning work suggested in para.(2) (e.g. Senegal in 1971/72), but, within UNESCO, this work was more the responsibility of EPAD. EFD would feel they were losing the most challenging part of the project cycle-- identification.
4. In my view, the problem of coordinating and organizing UNESCO missions under the proposed system would become more difficult than it is now.
5. Effective sector identification work would need more manpower in regional divisions. We would have to be prepared to learn more about sector developments and keep ourselves up to date.
6. It is difficult to say whether the proposal would result in a shorter project cycle.
7. It is relevant to note the basic differences between the way in which the FAO and UNESCO Cooperative Programs work. I believe it is true to say that Bank staff tend to undertake sector work in agriculture. FAO builds up a stock of identified/prepared projects which the Bank uses as a basis for its operations program over 3 to 5 years. The majority of agriculture projects are concerned with a geographical "region" in a country. UNESCO pre-appraisal work, on the other hand, is done for a shorter span of the operations program and may cover the whole waterfront of education.

8. There is no comment on the effectiveness of the Supplementary Cooperative Program drawn up in 1970 to provide for special studies sector briefs, as well as additional manpower for missions. In my view, it hasn't worked.
9. The budgetary alternatives to the existing Cooperative Program need consideration. Would funds be better spent if the Bank's 75% contribution were used for increasing the size of regional education staff? In UNESCO's current financial position, would the change in the Cooperative Agreement suggested lead UNESCO to reduce its contribution further because of the limited "payoff"?
10. There are some very good staff members in EFD, and they have developed considerable expertise over the past four years in meeting the Bank's basic needs. If the role of UNESCO is diluted, many of the best people may well leave. We are unlikely to acquire many of them in Washington!
11. Consultant firms (suggested in Mr. Thint's memo) absorb more Bank staff time and the ones used so far have their own limitations.



LI UNESCO/IBED
Camp Berg

Mr. Duncan S. Ballantine, Director, Education
Dept., CPS

September 28, 1973

A. David Knox, Director, LAC Projects

AM

Bank-UNESCO Cooperative Program

I have been discussing with my colleagues in the LA Region the problems we have in working with UNESCO and how we might try to overcome these problems. I attach a memorandum by Mr. Thint on this matter. I think that what has emerged so far from these discussions is a program which would share the work of project identification and preparation between UNESCO and the Bank along the following lines:

- 1) The first step would be for the Bank to send out a reconnaissance mission to examine the broad needs of the education sector of a particular country and to decide, in consultation with the Government, what should be the general line of approach. The mission would determine, inter alia, any need for help in education planning.
- 2) If planning assistance is needed, the next step for us would be to ask UNESCO to send a mission to help the Government in moving from the broad objectives agreed to under 1) to a more specific operational plan by determining alternative investment programs, their costs, priorities, etc.
- 3) Then the Bank would send a quick identification mission to identify the specific project within that plan to be financed by us.
- 4) Finally, we would ask UNESCO to send a mission to prepare the project identified under 3).

Throughout these various steps we would attempt to second Bank staff to work with the UNESCO missions and conversely have UNESCO people working with our missions.

I find from discussions with the other Regional Projects Directors that they face similar problems and may, indeed, be thinking along similar lines. Clearly, we will all have to move in step if we are to get more out of the arrangements with UNESCO.

I wonder whether it might not be a good idea for all of the Regional Projects Directors to meet with you to discuss this problem. Perhaps, as a first step, we could ask the Education Division Chiefs, in collaboration with people from your Department, to try to work out a proposal.

- cc: Messrs. Kirmani, Director, Eastern Africa Projects (w. cc. attachment)
- Thalwitz, Director, Western Africa Projects " "
- Wapenhans, Director, EMENA Projects " "
- Weiner, Director, Asia Projects " "
- Calika, Asst. to the Director, LAC Projects " "
- Thint, Division Chief, Education Division, LAC Projects

ADKnox/mv



LI-UNESCO/IBRD COOPERATIVE PROG #
CC: UN ACC SUBCOMMITTEE 26 POURS

united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

7, place de Fontenoy, 75700 Paris

téléphone : 566-57.57
câbles : Unesco Paris
téléc : 27 602 Paris

référence : EP.A/73041

25 SEP 1973

Dear Mr. Franco-Holguin,

I refer to the discussion on strategies of education and training which took place at the first session of the reconstituted ACC Sub-Committee on Education and Training (Paris, January 1973) and which, I am told, was followed closely by the World Bank Representative. (Mr. Ballantine)

The general agreement reached at that time, and further exchanges this summer, have led to an experiment aimed at determining how far it may be possible to arrange for joint inter-agency programming of education and training activities. In consultation with all concerned, Unesco will collect data on the activities of the agencies in Costa Rica, Ethiopia, Malaysia and the Yemen Arab Republic. We shall then prepare a synthetic paper which the Sub-Committee will examine at its second session (Geneva, February 1974).

I am enclosing the text of the letter on this subject which I am sending today to our colleagues at ILO, FAO, WHO and UNIDO. You may wish to share it with Mr. Ballantine and Mr. Hoffman.

Yours sincerely,

Manuel Jimenez
Director

Bureau of Relations with Member States and
International Organizations and Programmes

Mr. Ernesto Franco-Holguin
Special Representative for
United Nations Organizations
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433
United States

File : ACC Sub-Committee on Education
and Trainingcc. : Director, EP
* Miss McKitterick, RMO
* Mr. Bodart, EPP
* Mr. Dollinger (Headed)

EP.A/73040

25 SEP 1973

Dear Mr. Nehemiah,

Subject : Joint Inter-Agency Programming in Education and Training

When the ACC Sub-Committee on Education and Training met for the first time last January in Paris, we had a good exchange on the report of the International Commission on the Development of Education. It was generally felt that this report would continue to have a predominating influence on the evolution of policies and principles of education and training for many years to come. While the full implications of its influence cannot yet be assessed, "there was a consensus accepting the philosophy and general approach reflected in the report" (CO-ORDINATION/R.975, paragraph 12).

We then agreed to take a further step at the next Sub-Committee session and to examine our field activities in one case country in each of the four developing areas in the light of comprehensive education and training strategies and their implementation. At the ACC PrepCom meeting in July/August, Costa, Rica, Ethiopia, Malaysia and the Yemen Arab Republic were selected for this joint experiment.

At the same meeting Unesco was asked to compile the necessary information in consultation with all concerned and to prepare a synthetic paper for discussion by the Sub-Committee at its second session, in February of next year.

We shall try to see if the adoption of global conceptions of education and training will make it possible for Member States to arrive at more coherent programmes in the field of human resources development. We are not suggesting that current programmes can be disassembled and put

..//...

Mr. J.V.A. Nehemiah
Director,
Office for Inter-Agency Affairs
Food and Agriculture Organization
of the United Nations
Via delle Terme di Caracalla
I-00100 Rome

together again in a mechanical fashion. Our intention is merely to show the kind of results the government might expect were the UN agencies to co-ordinate more closely in programming the activities it has requested. It is obvious that the Resident Representative's co-ordinating functions would be made considerably easier if some progress can be made considerably easier if some progress can be made along these lines.

Our own methods of inter-agency co-ordination would have to change to meet the challenge. There is ample evidence in ECOSOC legislation which already points in this direction. Following a general review of the development co-ordination and concentration of economic, social and human rights programmes and activities a few years ago, the ECOSOC expressed the hope "that the competent organizations of the United Nations family will continue to take concerted steps to prepare programmes of action for promoting training and utilization of human resources in the developing countries" (ECOSOC Resolution 1090 (XXXIX)). Since then, the findings of the International Commission for the Development of Education, the requirements of the World Employment Programme and other recent developments have generated a new climate in which more of the kind of co-operation we have attempted so far may not suffice. We believe that we should anticipate a future situation in which we shall be addressing ourselves creatively to the task of devising a more coherent approach to human resources development -- and in which new forms of co-operation will inevitably emerge.

Turning to the task immediately at hand, we should like to begin the exercise with an analytic inventory of education and training activities in each of the four selected countries. To do this, we would use the latest UNDP compendium of approved projects. But for our present purposes this is little more than a check-list which gives the project number and title, the Executing Agency, the dates of approval and likely completion, and estimated costs. We also have the country programmes. However, the kind of input we have in mind at the present stage would be a concise description of each project, including its objectives and planned activities, with, hopefully, indications as to the links that exist or could be established with other on-going projects in each of the countries; the project document would suffice if it covers these points.

Secondly, we propose to review in the paper the functioning of the existing arrangements for inter-agency co-operation. This review should aim at a candid examination of such arrangements in the context of the programming cycle and also as they are actually being applied in the recipient country, e.g. at the level of working relations amongst the staff of the agencies. Your observations on these issues will be appreciated.

We should be grateful if you would send to us (a) your contribution to the analytic inventory of activities in each of the four countries and (b) your comments on arrangements for inter-agency co-operation not later than 31 October to enable us to complete the paper in good time.

I am writing separately to ILO, WHO, IDRD and UNIDO. I am also writing to the Resident Representatives, to whom the text of the present letter is being copied, to inform them of our joint experiment. Finally, our experts in the field are being asked to participate actively in this exercise; you may wish to consider similar action with regard to your staff in the four selected countries.

Yours sincerely,

Manuel Jimenez
Director

Bureau of Relations with Member States and
International Organizations and Programmes

OFFICE MEMORANDUM

TO : Mr. Michael L. Hoffman

DATE : September 21, 1972

FROM : Sven Julin *g**LE-UNESCO/IBRD COOP. PLAN.*SUBJECT : UNESCO; Proposed Cooperation with the Bank
in the Field of Science and Technology

1. Under the agenda item "Report of the Ad Hoc Working Group of the UN Advisory Committee on the Application of Science and Technology to Development (UNACAST) on Unesco's Science Policy Programs", the Program and External Relations Commission of Unesco's Executive Board yesterday agreed unanimously to submit to the Board for approval a draft decision which, inter alia, contains a proposal for closer cooperation in the field of science and technology between Unesco and the Bank, possibly in the form of a new cooperative program.

2. The pertinent operative paragraph reads as follows:

"Further requests the Director-General to forward the Report to the President of the World Bank, drawing his attention to the UNACAST suggestion (para. 18(h)(ii) of the Report), that Unesco and the Bank should jointly explore the possibility of concluding arrangements whereby the Bank could provide support for Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco."

3. As explained in the attached document 93 EX/14, the background is that ACAST decided in 1972 to set up an ad hoc Working Group to study Unesco's Science Policy Program. Paragraph 18(h)(ii) of its report, referred to in the draft decision, has the following wording:

"The Working Group took note of the agreement between the World Bank and Unesco in the field of education, and suggested that a similar arrangement should be explored by the Bank for support of Unesco activities and projects in the field of science and technology".

4. It was on this basis that the Unesco Secretariat formulated the draft decision also set forth in 93 EX/14 (although the ACAST phrasing "a similar arrangement should be explored by the Bank"

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COMMUNICATIONS
SECTION

would perhaps imply an initiative on our part rather than from Unesco). The last sentence of the draft decision, with a specific reference to a Memorandum of Understanding, was proposed by Dr. Hela of Finland. In a private conversation I had with Dr. Hela, he explained to me that he had proposed this amendment on instructions from the Department of Development Cooperation of the Finnish Ministry of Foreign Affairs.

5. The agenda item in question was dealt with without any particular discussion; in fact, the debate was opened and closed while I was stuck in a traffic jam on the way to Unesco! The draft decision will likely be approved in Plenary Session of the Executive Board in the first days of October.

6. Mr. Weiss drew my attention to this matter when he was passing through Paris en route to Madrid and had contacts with the Unesco staff. Conversations I have subsequently had with members of the Unesco Secretariat indicate that there are individual officers who obviously would like to see this matter pursued vigorously. On the other hand, the Assistant Director-General for Science Affairs, Mr. Harrison, seemed to take a rather relaxed and detached view of the matter. As to the Finnish initiative, my personal feeling was that it was prompted merely by a traditional and well-meant desire to strengthen "inter-agency cooperation".

Att.

cc: Mr. Clark (o/r)
Mr. Ballantine "
Mr. Weiss "
Mr. Carrière "
Mr. Steuber "

SJ:lpl

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

EXECUTIVE BOARD

Ninety-third session

PROGRAMME AND EXTERNAL RELATIONS COMMISSION

Item 4.4.2 - Report of the Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST on Unesco's science policy programmes (93 EX/14 and Corr.))

DRAFT AMENDMENT

to the Draft Resolution contained in paragraph 10
of document 93 EX/14

submitted by Dr. Ilmo Hela (Finland)

Replace paragraph 3 with the following:

3. "Concurs with the Conclusions reached in that report; expresses its gratification at this new evidence of the considerable fund of experience accumulated during the past two decades by Unesco in the science and technology policy field; and emphasizes the importance of the responsibility which Unesco has fulfilled and continues to fulfil within the United Nations system of Organizations, in matters relating to science and technology policies and institutions;"

Replace paragraph 5 with the following:

5. "Further requests the Director-General to forward the Report to the President of the World Bank, drawing his attention to the UNACAST suggestion (para. 18(h)(ii) of the Report), that Unesco and the Bank should jointly explore the possibility of concluding arrangements whereby the Bank could provide support for Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco; these arrangements preferably to take the shape of a formal Memorandum of Understanding to be concluded between the two organizations, similar to that already in force between them in the sphere of education;"

possibly

EXECUTIVE BOARD

EX

Ninety-third Session

93 EX/14
PARIS, 16 July 1973
Original: English

Item 4.4.2 of the Provision Agenda

REPORT OF THE AD HOC WORKING GROUP OF
THE UNITED NATIONS ADVISORY COMMITTEE ON
THE APPLICATION OF SCIENCE AND TECHNOLOGY TO DEVELOPMENT
(UNACAST) ON UNESCO'S SCIENCE POLICY PROGRAMMES

SUMMARY

The Director-General communicates to the Executive Board the Report of the ad hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) which visited Headquarters in December 1972 to carry out an appraisal of Unesco's science policy programmes.

I. CO-OPERATION BETWEEN UNESCO SECRETARIAT AND THE UNACAST COMMITTEE

1. Close contacts have been maintained between the Unesco Secretariat and the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) ever since the latter's inception in August 1963⁽¹⁾. This co-operation has clearly been of benefit to both parties and, in particular, has enabled Unesco to fulfil its responsibilities⁽²⁾, within the United Nations system of Organizations, for matters relating to science and technology policies and institutions, as described in the United Nations World Plan of Action for the Application of Science and Technology to Development⁽³⁾.
2. As the Second Development Decade got under way, the feeling was expressed within the UNACAST Committee that the time might be ripe to take a fresh look at the past ten or so years of Unesco's activity in this field, since a critical re-appraisal could give a certain impetus of fresh thinking as to ways in which the strategy for the future could be most efficiently conceived and operationally formulated.

II. THE WORKING GROUP'S VISIT

3. It was these considerations which led to UNACAST's adopting at its sixteenth session in 1972 the decision (Ref.E/AC.52/L.138, para. 25) to set up an ad hoc Working Group to study Unesco's Science Policy Programme. The Working Group's members were: Messrs. Auger (France), Bunting (United Kingdom), Chagula (Tanzania), Menon (India), Rousseau (Canada) and Valenzuela (Chile). Mr. Menon was elected Chairman of the Working Group, and Mr. Rousseau its Rapporteur. The decision was welcomed by the Director-General, and the Working Group came to Unesco Headquarters from 11 to 14 December 1972 to conduct its review on the spot, holding 7 working sessions in this period.
4. On the fourth and final day of this meeting, the Working Group drew up and adopted unanimously both its Report and the three pages of Conclusions attached thereto.

III. ADOPTION OF THE GROUP'S REPORT BY UNACAST

5. The parent body, UNACAST, duly examined and unanimously approved the Report⁽⁴⁾ at its eighteenth session held in April 1973. The Report as adopted figures in Annex to the present document.

(1) ECOSOC Resolution 980 A (XXXVI).

(2) As defined in the Appendix to the 6th Report (March 1969) of UNACAST to ECOSOC; Official Records of the Economic and Social Council, forty-sixth session, ref. E/4611.

(3) United Nations Publication, New York 1971, Sales No. E.71.II.A 18, (ref. E/4962/Rev. 1; ST/ECA/146); see in particular Part Two, Chapter VI.

(4) Presented to it under reference E/AC.52/XVIII/Inf.2

IV. SOME POINTS OF INTEREST IN THE REPORT AND CONCLUSIONS

6. Apart from the detailed information which the Report provides on a well-defined aspect of the Organization's programme activities, the Board may find the Group's conclusions of interest, in that they represent the considered assessment reached by a team of external and independent experts, all of whom are concerned, both professionally and in their capacity as members of the UNACAST Committee, in the developmental impact of science and technology generally.
7. Among the points which UNACAST specifically endorsed in approving the Working Group's Report and Conclusions are the suggestion that UNDP inter-regional programmes might provide financial support for regional science policy meetings at the level of governmental experts; and the suggestion that the World Bank and Unesco should jointly explore the possibility of the Bank supporting Unesco's activities and projects in the field of science and technology⁽¹⁾.
8. The positive assessment by UNACAST of Unesco's science policy programme may possibly be felt, by the Board, to be of some relevance in the context of the "regular and continuing evaluation and assessment of Unesco's programme" which was the subject of recent Board decisions (cf. 89 EX/Decisions 4.1.2. III, and 92 EX/Decisions 3.3).
9. Thanks to its being timed to coincide with another UNACAST mission to Paris, it was possible to carry out this exercise at no financial cost to Unesco; and there seems merit in the Working Group's suggestion that a continuing dialogue be maintained in the form of a regular biennial visit by a small group of UNACAST members to Unesco Headquarters in the years falling between ordinary biennial sessions of the Unesco General Conference. The Board may feel that similar procedures - equally economical and informal - could usefully be adopted in extending, to other aspects of Unesco's natural sciences programme, the evaluation and assessment called for by the Board's decisions quoted at para. 8 above.

V. DRAFT DECISION OF THE BOARD

10. The Executive Board may wish to adopt a resolution along the following lines:

"The Executive Board,

1. Having examined document 93 EX/14 and the report of its Programme and External Relations Commission thereon (93 EX/..., para. ...),
2. Takes note of the contents of the report on Unesco science policy programmes over the past decade, drawn up by an Ad Hoc Working Group of the United Nations Advisory Committee on the Application of Science and Technology to Development (UNACAST) and unanimously approved by the parent committee UNACAST;
3. Concurs with (or otherwise comments on) the Conclusions reached in that report;

(1) United Nations Document No. 73-43004 at page 19.

4. Requests the Director-General to forward the report to the Administrator of UNDP, drawing his attention to the fact that, in UNACAST's judgement, (para. 18(h)(i) of the Report), UNDP financial support for regional science policy meetings at the level of governmental experts would be a well-justified form of development investment;
5. Further requests the Director-General to forward the Report to the President of the World Bank, drawing his attention to the UNACAST suggestion (para. 18(h)(ii) of the Report), that Unesco and the Bank should jointly explore the possibility of concluding arrangements whereby the Bank could provide support for Member States' activities and projects in the field of science and technology conducted with the assistance of Unesco;
6. Comments to the Director-General the precedent established by the Report and the continuing dialogue envisaged in its paragraph 18 (b), as representing an economical and efficient procedure, which illustrates one means of ensuring that 'regular and continuing evaluation and assessment' of Unesco's programme activities recently called for by the Board (in its decisions 89 EX/Decisions 4.1.2.III and 92 EX/Decisions 3.3) and which, with appropriate adaptations, might prove suitable for application to other aspects of Unesco's natural sciences programme."

ANNEX

REPORT OF THE AD HOC WORKING GROUP ON THE UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION'S SCIENCE POLICY PROGRAMMES

I. INTRODUCTION

1. Following the decision of the Advisory Committee at its sixteenth session to set up an Ad Hoc Working Group to study Unesco's Science Policy Programme⁽¹⁾ and in agreement with the Director-General of Unesco, the Working Group met Unesco's Science Policy Division at Unesco Headquarters in Paris from 11 to 14 December 1972⁽²⁾. Over and above its awareness of the important rôle of science policy in national development in general, the Advisory Committee believed that such a meeting could help to further the contribution of its World Plan of Action to that process. Until the nations can develop effective science policies it will be difficult for them to make sound decisions between the multitude of choices provided by the Plan.
2. This clearly struck an answering chord at Unesco Headquarters, where the Working Party's visit had been well prepared for. The Assistant Director-General for Science, Professor A. Buzzati-Traverso, met the Working Group. There were seven working sessions over a period of four days, these sessions taking the form of frank, informal and highly informative "hearings" with the multidisciplinary team of the Science Policy Division directed by Mr. de Hemptinne, as well as with two of Unesco's consultants who had just returned from carrying out high-level science policy technical assistance missions within developing countries in two different world regions. Co-operation was excellent, and the visit can be regarded as an encouraging example of the kind of working link which the Advisory Committee seeks to achieve with other concerned organizations of the United Nations family.

(1) See record of the sixteenth session, E/AC.52/L.138, para. 25.

(2) The Working Group's members were: Messrs. Auger, Bunting, Chagula, Menon, Rousseau and Valenzuela. Mr. Menon was elected Chairman and Mr. Rousseau Rapporteur. Mr. Gresford, from the Office for Science and Technology in New York, was also present.

All the professional category staff members of the Science Policy Division participated, namely: Messrs. Picasso, Chapdelaine, Volkov and Goddard (the latter acting as secretary to the meeting); Mlle. Visart; Messrs. Hillig and Pesci.

II. GENERAL ASPECTS OF THE WORK OF UNESCO SCIENCE POLICY DIVISION

3. In response to the inquiries of the Working Group, Mr. de Hemptinne defined the principles which have guided the Division's work over the past decade⁽¹⁾, together with its concept of the vital relevance of science policy to the change component in the process of national development.
4. Briefly, the central idea has been to advise on and give assistance in the build-up in less developed countries of science policy bodies and R & D institutions by which science and technology can best be used to foster economic and social development. It is also necessary to ensure the coupling of this system with the various components of the nation's political organization and activities⁽²⁾.
5. The cybernetic model⁽³⁾ developed by the Division has thus materialized into a series of instruments and actions leading to the integration of science and technology into the national planning process as well as in the reassessment of the State contribution to the R & D effort, through appropriate concertation and co-ordination from the decision-making to the executive level.
6. The abundant documentation - much of which was not previously known to the Working Group's members - that testifies to the Division's past and present activities as well as to the input and support of its consultants, led the members of the Working Group to express their satisfaction and favourable impression regarding the orientation and scope of the Division's work. At the same time, while in no way under-estimating the numerous difficulties which will have to be overcome before science policy becomes an operational reality and an effective instrument for development in the less-developed countries generally, the Working Group was also able to gauge the sustained intellectual drive, qualities of leadership and team effort implied by the science policy work so far accomplished by the Division.
7. A list and brief summaries of the documentation made available to the Working Group is contained in Annex II.

III. SALIENT FEATURES OF THE WORK OF THE SCIENCE POLICY DIVISION

A. Establishment of national science policy bodies⁽⁴⁾

8. A review of the achievements in setting up science policy bodies in Africa, Asia, the Arab States and Latin America reveals the variability amongst countries of the arrangements adopted; further, due to the relative youth and necessarily experimental nature of most of these bodies, it is too early to draw firm conclusions about their effectiveness. Of the 40 national bodies reviewed,

(1) See Annex I (Document SC/WS/488). In a more general way, the evolution of Unesco's thinking, operations and formal mandate in science policy can be traced by reference to the science policy resolutions adopted by the Unesco General Conference in successive biennial ordinary sessions, of which the latest - the seventeenth - was concluded as recently as November 1972. See document 17 C/5 Approved, resolutions 2.121 and 2.122

(2) Document UNESCO/NS/ROU/254.

(3) Loc. cit. at p. 11 (English version).

(4) Document NS/Rev/209/Rev.1

22 have been created between 1965 and 1972; of these 40, 21 have undergone some re-organization during the same period, and it is interesting to note that 13 of these re-organizations have occurred since 1969.

9. At the regional scale, collective effort has led to a series of ministerial-level Conferences on the Application of Science and Technology to Development, namely: in Latin America, CASTALA (1965); in Asia, CASTASIA (1968); in Africa, CASTAFRICA (planned for 1973 or early 1974). In addition, there have been 14 regional meetings of governmental science policy experts between 1959 and 1972. The Working Party believes that the regional Economic Commissions can make an important contribution to concerted action among States of the regions, in integrating scientific and technological efforts with the process of economic development.

B. Evaluation of the efficiency and effectiveness of scientific research units⁽¹⁾

10. Interesting work is being carried out in this respect, though it is too soon to speak of results. Over a testing period (mainly in 1973) the data already received in response to a batch of questionnaires completed by some 1,700 research scientists, engineers and technicians in some 160 research units in developed countries (Austria, Belgium and Sweden) will be processed by computer methods. Only those questions found to be significant for the purposes of the evaluation operation will be retained. The ultimate aim is to arrive at a methodology which could be taken up, at will, by those less developed countries anxious to ensure better value for money in the organization of their own research units. The Working Group noted that one possible outcome might be the isolation of a "core" of essential and generally applicable questions, supplemented by a "pool" of optional questions from which a selection could be made to ensure necessary adaptability to different national contexts. The Working Group distinguished between the two elements important for development, namely the concept of external "effectiveness" (feed-in of research results in the form of concrete applications to production, etc.), and that of internal "efficiency" of the scientific research unit in accomplishing research.

C. Investigation of the possibility of a computerized international information service in science policy

11. The Working Group noted that Unesco has undertaken a Feasibility Study on the possible setting up - within the framework of UNISIST - of a computerized international information service in science policy, with a view to putting at the disposal of the interested international and national agencies (and training and research units with specialists working in the field of science policy) the relevant information produced by its Member States concerning the planning of R & D, the productivity and effectiveness of R & D, technological forecasting, transfer of technology, etc.

12. The Working Group took note that the results of the Feasibility Study would be available by the end of 1974, mainly comprising:

- (a) The results of a survey conducted in 1972 on the potential demand for such a service;

(1) Ref: Unesco International Comparative Study on the Organization of Research Units, SP/2146/22.8.1972.

- (b) The indexing and retrieval tool, i.e., a Thesaurus in Science Policy (tested in 1972 with the assistance of Belgium, Bulgaria, France, Poland and United Kingdom and to be finalized in 1973);
- (c) The review of the literature to be systematically scanned (to be done in 1973);
- (d) The evaluation of human and financial resources required for different types of R & D; and the organization of the science policy information service.

D. Survey of institutional needs

- 13. The Working Group felt that Unesco's Science Policy Division has made notable progress since the Advisory Committee requested in 1971 a "detailed survey of institutional needs in the field of science and technology".
- 14. A methodology for assessing the needs has been developed⁽¹⁾ and was found to lend itself to the specification of goals and sub-goals coherently linked to the scientific and technological potential available and desirable for development. The identification of needs rests on weighted matrix manipulations and relevance assessments. It is to be underlined that this process is conducted by the countries themselves.
- 15. A progress report⁽²⁾ on the present status of the survey in individual countries reveals that 10 countries have identified the list of institutions which they consider should be created or strengthened, and that 14 more are examining the draft profiles of their needs. So far, the assessment process has been completed in many countries of Latin America and Africa, only Lebanon among the Arab States, and as yet in no Asian countries.
- 16. The Working Group noted the difficulties inherent in the identification of national goals and in the estimation of weightings in each country.
- 17. The Working Group was of the opinion that Unesco should consider the identification of institutional needs for the development of science and technology in the less developed countries, as now constituting the principal element in the work of its Field Science Offices.

IV. CONCLUSIONS

- 18. The Working Group formulated, for communication both to its parent body, the Advisory Committee, and to the Director-General of Unesco for such action as each may deem appropriate, the following conclusions:
 - (a) There is a large measure of common concern and motivation as between members of the Working Group and the science policy programme of Unesco. The Advisory Committee and Unesco both constitute catchment areas of expertise and networks of influence in areas of common interest; hence all steps should be taken to pool this expertise and use this influence for common goals;

(1) Document NS/ROU/261

(2) Document NS/ROU/273

- (b) The Working Group regards its visit to Unesco Headquarters in December 1972 as a fruitful first step in what could become a continuing dialogue. This might conveniently take the form of a regular biennial visit by a small group of Advisory Committee members to Unesco Headquarters; and if this formula is retained, a more appropriate timing for such visits would seem to be those years falling between the ordinary biennial sessions of the Unesco General Conference;
- (c) As part of the continuing Advisory Committee/Unesco dialogue, and with a view to enabling the Committee to make a meaningful input into Unesco's science policy activities, the Working Group looks forward with keen interest to the Committee's receiving further material relevant to Unesco's ongoing and projected science policy programme and studies, especially the salient features already examined in some detail by the Working Group (section III. above);
- (d) The Working Group hopes that ways will be found of enabling individual Advisory Committee members to be of service in the review and furtherance of Unesco science policy programmes in the field, for example by means of identifying possible field experts, ad hoc and informal "missions" of liaison, exploration, explanation, negotiations, etc., as the case may be;
- (e) With a view to the promotion of understanding of science policy concepts generally:
- (i) Considerably more could and should be done to display Unesco's science policy "products" - i.e., essentially its documentation - in a more prominent place "in the shop window". The written record of its science policy activity (notably the studies, the technical assistance or aid projects, and the surveys, etc. relevant to that activity) deserves actively to be brought to the attention of those persons in the Member States, scientists included, capable of influencing the evolution of science policy and its integration with the development process;
- (ii) As regards the African region in particular, the time is fast approaching when Unesco could usefully lay greater emphasis on regional science policy activities conducted at the level of governmental expert meetings, as opposed to Ministerial Conferences on the same theme. The latter, which demand high inputs in terms of finance, of intellectual preparation and organizational skills, need be held far less frequently than such expert meetings. The Working Group considers that Unesco experience in Latin America argues cogently in favour of such a shift of emphasis. It believes that a similar re-orientation may later prove necessary in other world regions, as when the national science policy structures - often established with Unesco advice and assistance - become effective and operational;
- (f) With regard to the Advisory Committee/Unesco Survey of Institutional needs in science and technology, the Working Group:

- (1) Is gratified to note the vigour with which Unesco is prosecuting this operation, originally suggested by the Advisory Committee, despite the initial absence, in some cases, of the measure of governmental understanding and support which might be hoped for;
- (ii) Expresses the belief that the value and reliability of the results obtained from this country-by-country survey must depend in great measure on the degree to which governments secure, in each case, the timely involvement and co-operation of all other relevant specialized agencies, etc. of the United Nations system;
- (g) With regard to Unesco's rôle vis-à-vis the developed countries, the Working Group expresses the hope that the moral authority of future Unesco General Conference resolutions will be lent to encouraging, in the developed countries, an increased "development" element in the national R & D effort. It believes this might hasten one of the most far-reaching developments in science policy in the world-wide sense. It remains the Working Group's conviction that this element of the national R & D effort of the developed countries could and should be more sensitive to the genuine needs of the less developed countries themselves;
- (h) (i) Bearing in mind that a very widespread trend within the developing countries over the past decade, has been to install national science policy organisms as an integral part of the machinery of modern government, it would appear to the Working Group to be a well-justified form of development investment that UNDP inter-regional programmes should provide financial support for regional science policy meetings at the level of governmental experts;
- (ii) The Working Group took note of the agreement between the World Bank and Unesco in the field of education, and suggested that a similar arrangement should be explored by the Bank for support of Unesco activities and projects in the field of science and technology./
- (i) The Working Group was favourably impressed by the output and morale of Unesco's Science Policy Division. The workload of this team is, however, clearly increasing; and in fact the Working Group realizes that the effect of some of its present conclusions might be to accentuate that trend. Moreover, the Working Group formed the impression of a certain balance between on the one hand the priorities indicated in the most recent official Unesco documentation⁽¹⁾, and on the other hand the "desk-level reality" of the job. The standards which Unesco sets itself in its science policy activities - and hence the standing of its Science Policy Division within the Organization, in the United Nations System, and in the world at large - must be maintained, since science policy is a field of critical importance to the less-developed countries.

(1) Particularly the emphasis laid on (inter alia) science policy in Unesco's Draft Medium-Term Outline Plan for 1973-1978, document 17 C/4; cf. the Introduction to that document, section II entitled "The main lines of emphasis in the programme", esp. paras. 41 to 59.

West Africa Education - Revised Schedule

September 19, 1973

Mr. W. Moller
Educational Financing Division
Department of Planning and Financing
of Education
Unesco
Place de Fontenoy
Paris, France

Dear Werner:

Gabon:

I first want to apologize for the successive changes with regard to the scheduling of Gabon. We have now finally obtained Government agreement to our visit starting October 22. I hope that we will still have the benefit of Michel Hervé's participation now from October 22 - 26 plus that of one architect from October 29 to November 9, to overlap with P. Niepoort, our latest recruit on his first mission, who would arrive at the same time. I hope that we could also, based on this joint participation, program our staff in such way as to help with initial implementation - post-appraisal.

With regard to the technical educator and assuming that the change in date would not increase the likelihood of Hans Baritsch's participation, I wish now to advise you that we have selected Mr. Chittleburgh who is presently completing his Unesco assignment in Kenya. If he accepts our proposals he would join us probably in January 1974. Do you think that he could be made available for the Gabon appraisal? If not, I do have the name and address of Mr. J.S. Trives which you gave us a while back whom we would contact directly.

Ivory Coast:

We are now scheduling an education strategy review for the period between November 19 and 30 or December 7. It would be a combination of supervision of the ongoing project to feed into discussion of the sector survey in order to agree with Government on an action plan including specific project proposals. This should lead to project appraisal about the last quarter of this fiscal year. The strategy mission would be led by Michael Wilson assisted by Judy Edstrom (economist) and D. Brewin (agriculture education, now stationed at Abidjan) - with B. Hubert responsible for the simultaneous supervision of the first project. I hope that you could make Marc Botti available as a member of this team to ensure continuity with his earlier involvement. He would not have report writing responsibilities after field work - except if he wishes. I hope that the report could be written at Abidjan during the first week of December by D. Brewin and J. Edstrom.

Mali:

I am still scheduling evaluation of the functional literacy component of an agricultural project in Mali for December 3 - 14 by a team led by Michael Wilson (again!), B. Thoolen (economist on loan from IAC) and I hope that André Magnen could join them as agricultural specialist. Again, I hope that a minimum of report writing would be required^{1/} - which could be handled at our respective headquarters.

Education Sector Project Officers

I have tried on my side to reassign country-strategy responsibilities to all our generalists (see attached chart) and I expect that each of them should have a continuous involvement from sector work through project implementation. I wish to encourage them to discuss whenever they visit you and Sylvain's Division in Paris recent developments in all their countries.

Togo:

In this respect I wish to propose to you Judy Edstrom's participation as the economist on the Togo PIM which I hope could take place in mid-January. Would January 14 be a convenient date? As in the case of Jacques Crosnier, she would naturally return with the mission to Paris for debriefing and initial report writing for a stretch of altogether about six weeks. Any additional work could be written in Washington, sent to you, and reviewed again with your staff in Paris. I hope to visit briefly Togo myself in late October and if you can advise me on suitable dates I would discuss them tentatively with the Government.

Yours sincerely,



Francis J. Lethem
Chief, Education Projects Division
Western Africa Regional Office

^{1/} One Appendix to the Agricultural Appraisal Report plus one or two paragraphs in the text and related conditions for lending.

FJL:ml

cleared with and cc: Ms. Leblanc, Mr. Sawaya
cc: Mr. Pouliquen, Mr. Erim, Mr. Schott, Mr. Bazin

Mr. D. S. Ballentine - CPS

September 14, 1973

G. Pennisi - EPD/EAN

Basic Equipment Lists - Possible Unesco assistance under the
Supplementary Cooperative Program

1. As you know, so far equipment lists have been developed by the borrowers themselves with the assistance of Bank staff and only in rare cases have the services of outside consultants or experts been used. This procedure has met with various difficulties including the following:

- (i) delays in equipment procurement have occurred due to the lack of equipment experts who can prepare basic equipment lists in the various disciplines;
- (ii) considerable amount of staff time is devoted in providing assistance to the Project Units in the development of the master equipment lists, evaluating tender documents and procedures. In doing so, we have often used inefficiently our staff for lengthy and time-consuming assignments that could have been carried out by less qualified personnel. In spite of this, the question of the lists being consistent with the educational and architectural worksheets, quantity and appropriateness of equipment are not sufficiently dealt with due to the magnitude of staff time and expertise needed to do this work;
- (iii) often borrowers have relied on teachers and supervisors who themselves relied on outmoded catalogs for the drafting of equipment lists. In some instances, borrowers have fallen into traps of certain suppliers that are more interested in the profit rather than in the relevance, reliability and efficiency of their equipment. Consequently, some laboratories and workshops are equipped with either cheap equipments which are likely to break down after a few years of use or too sophisticated for teachers and students to use. Some countries are quite concerned about this problem (see attached article from the "Ethiopian Herald.")

2. The "Guidelines for Provision of Learning Equipment in IBRD/IDA Education Projects" dated August 3, 1972, refer to most of the difficulties mentioned above but provide little guidance on how the borrower can develop appropriate equipment lists. The basic equipment lists prepared for Agriculture, Arts and Crafts, Audiovisual Media, Business Education, Home Economics, Industrial Arts and Technical Education, Physical Education, Science and Social Studies, need to be revised and amplified. Their usefulness is at present limited to secondary schools. We also understand that equipment lists recently compiled by FAO, ILO and UNICEF are under review.

3. Under the circumstances, it seems reasonable to turn to an international organization which has the kind of experience needed for developing educational equipment lists. During Mr. Lourie's recent visit to Washington, D.C., I discussed with him the possibility of extending Unesco's services under the Supplementary Cooperative Program. By mobilizing Unesco expertise at the headquarters, regional offices and in individual countries, he thought they could assist us in developing sound and efficient equipment lists for different disciplines and different types of educational institutions. If this could be accomplished, then by submitting to the governments before or immediately after appraisal the proposed equipment lists (along with the educational and architectural worksheets), we can reduce the duration of project implementation and at the same time economize Bank staff time. Much of the delays could also be avoided as in the majority of cases, the borrowers could be requested to amend the basic lists to suit individual country needs in the months from field appraisal to loan/credit negotiations and bring the revised lists to Washington, D.C., at the time of negotiations; this should permit approval of lists and tender documents at the time of negotiations, or immediately after, and not two-three years from signing as it happens now.

4. With the above points in mind, I propose that we approach Unesco with the following possible action plan:

- (i) in cooperation with ILO, prepare sample equipment lists for technical education at junior and senior secondary and post secondary levels with complete specifications as to material, size, quantity and cost for each type of institution. Time required: 4-6 months;
- (ii) in cooperation with FAO prepare similar equipment lists for agricultural education. Time required: 4 months;

- (iii) in cooperation with UNICEF revise and complete existing equipment lists for Home Economics and prepare basic equipment lists for rural education. Time required: 3 months;
- (iv) revise and complete existing equipment lists for Science and Social Studies. Time required: 3 months.

5. I hope that during your forthcoming visit to Unesco you would be able to discuss the above proposals.

Attachment: a/s

cc: Messrs. Kirmani, Hultin, Brandenburg, Burt, Lethem, Thint, Stewart, Barry
Ms. Leblanc.

Distribution: EPD/EAN professional staff

TTerrefe ms *mm*

Teachers Attend Seminar on Machine Tools

A two-day seminar on machine tools and teaching methods was conducted at the Addis Ababa Technical School for the benefit of industrial arts teachers here for a summer course from different parts of the country.

A total of 70 teachers from the Addis Ababa Technical School, the Bahr Dar Polytechnic Institute and from Asmara attended the seminar, which wound up Wednesday. The seminar was conducted by a team of Austrian experts Dr. Johann Promintzer, responsible for school marketing and Mr. Karl-Otto Dirnberger, a sales engineer. The two EMCO experts, the Austrian manufacturing firm of the machine tools demonstrated, came to Ethiopia to run the brief course organized in cooperation with Ministry of Education.

Dr. Promintzer said at the moment the demonstration was given only on two machine tools for metal work. He said the teaching aids and programmes were designed to acquaint vocational teachers with the machine tools.

The visit of the Austrian experts to Ethiopia was jointly sponsored by the EMCO and MOENCO, its distributing agent in Ethiopia. Prior to their departure Thursday the two men had talk with officials of the Ministry of Education and the World Bank Project manager here.

OFFICE MEMORANDUM

LT - UNESCO/IBRD
COOPERATIVE PROGRAM

TO: Files

FROM: S.J.G. Burt *SJB*

SUBJECT: Unesco Cooperative Program Arrangements

DATE: September 13, 1973

Mr. W. Moller, of the Unesco Cooperative Program, telephoned me this morning concerning our programs on the following countries:

Indonesia 3 (Cre. 387-IND)

Unesco has received a formal letter from the Government which requests Unesco to handle the technical assistance required under this project. Since there is some overlap betwith the UNDP/Unesco posts in Indonesia for primary education teacher training, it may be advisable to transfer one or more of these technical assistance posts provided by UNDP to the IDA textbooks project. Mr. Moller said that he was providing this background information in order to prevent any hasty action being taken and that he would keep us informed of future developments regarding the possible merger of technical assistance posts.

Korea - Proposed 3rd Education Project

Unesco could mount a Reconnaissance-in-Depth mission in about mid-November. I informed Mr. Moller that a letter was being sent to the Economic Planning Board this week-end in regard to the proposals for a mission and I would inform him as soon as we hear from Korea.

Philippines - Proposed 3rd Education Project

Mr. Moller estimated that an identification or Reconnaissance-in-Depth mission could be mounted in about January, 1974.

Pakistan - Proposed 3rd Education Project

Mr. Moller reported that, at a meeting with the UNDP Deputy Resident Representative, it had been agreed that the Unesco PIM should arrive in Pakistan on November 5, 1973, provided the Government was in agreement. Mr. Moller appeared to anticipate confirmation of this date by the Government very shortly. The mission would comprise: Messrs. Hervé, Chesswas, Ramos-Saco, Syrimis. Mr. Hervé would call at Washington for briefing en route to Islamabad.

SJGB:lm

cc: Messrs. Ballantine, Loos, Humphrey, Collier, Sung/Gautam/Fennell,
Johanson/Lewis/Ferzad, Ms. Le Blanc.

OFFICE MEMORANDUM

LT-UNESCO/IBRD
COOPERATIVE PROGRAM

TO: Files

DATE: September 12, 1973

FROM: Gabrielle Le Blanc *gl*SUBJECT: Preliminary Discussions on Supplementary Cooperative Program
with S. Lourie, September 7.

A meeting was held with the chiefs or representatives of the regional Education Divisions (see names below) and with Messrs. Ballantine and Erder of the Education Department to begin an examination of the Supplementary Cooperative Program. The main purpose at this stage was to review how and what progress has taken place; a rewriting of the agreement is not foreseen.

Mr. Lourie presented a summary of the three current activities and one possible future activity, under the supplementary program. The three current activities include: 1) participation in cooperative program field missions, 2) preparation of country profile papers and, finally, 3) preparation of special studies. The fourth and new activity brought up for discussion by Unesco concerned participation in project implementation, either before the signature of the plan of operation, or after, as a "trouble-shooting" service.

Unesco's position on each of these areas was presented by Mr. Lourie as follows: Participation in field missions has been useful but unfortunately demand for this service has slackened and Unesco would welcome a reversal of this trend. Preparation of the country profiles is considered an important part of Unesco's contribution and for which more individualized, positive feedback is requested. The special studies, four in all, have experienced difficulties, with the exception of the study on education indicators, a preliminary version of which was submitted to the Bank in July of this year. Difficulties in the three other studies were considered to be due to forecasting errors resulting in overshooting of the study targets. Unesco feels that occasional study papers could be useful to the two organizations and that in the future, the subject matter for such papers should more closely respond to the Bank's own needs and to Unesco's in-house capabilities.

The fourth possible new activity, assistance in preparing plans of operation and in providing trouble-shooting services once the loans have been signed would be considered a joint Bank/Unesco endeavor.

Response from the Bank participants on these activities was not uniform. It was generally considered an internal Unesco matter if participation in CP missions has not been evenly spread to Supplementary CP individuals. For country profiles, it was agreed by some that there was

less need for them since reorganization, with the exception of the 25% least developed countries, while others requested that more analytic and less descriptive detail should be included. Concerning the special studies, it was agreed that so far the regions have not benefitted from them. There were suggestions from two regions for regional project studies and agreement that any such studies should be joint Bank/Unesco.

For the project implementation, trouble-shooting suggestions, reaction was inconclusive, ranging from the impression that such an input would be best done by consultants to the very ad hoc nature of any intervention to the use of Unesco regionally based staff to assist rather than headquarters staff.

Two points for reflection were introduced by Mr. Ballantine:
1) the posting in one or more of Unesco's regional offices of a science equipment advisor to assist Bank borrowers in equipment lists and locating consultants; 2) the participation by the Bank through possibly the use of Supplementary CP resources in the I.B.E. National Inventory and International Reporting Service on Educational Innovation.

Administratively, it was tentatively agreed that the 6 posts now filled would remain in the Education Sector for two more years; that the allocation of 72 man/months would be taken from the entire education sector and would be made available to the Bank, which would thus have to ensure utilization of these man/months; that the financing 75% Bank, 25% Unesco would continue and that these services would be furnished to member states without charge.

GLB/mms

cc: Messrs. Ballantine, Erder
Burt, Lethem, Stewart, Tsantis, Terrefe

Mr. S. Bhatnagar

August 10, 1973

Gabrielle LeBlanc

UNESCO Missions - FY 1973

ASIA

Burma - Reconnaissance-in-Depth
Malaysia - Project preparation mission

EASTERN AFRICA

Lesotho/Swaziland - Reconnaissance
Madagascar - Bank survey
Somalia - Project identification mission
Sudan - Bank economic survey
Zambia - project preparation mission (FAO led)

WESTERN AFRICA

Dahomey - Bank survey
Dahomey - Reconnaissance
Dahomey - Project preparation mission
Gabon - Project identification mission
Ivory Coast - Project identification mission/Sector review
Mali - Reconnaissance
Mali - Project preparation mission
Mauritania - Reconnaissance
Mauritania - Project preparation/Appraisal
Senegal - Reconnaissance
Senegal - Project preparation mission
Sierra Leone - Project identification mission


LATIN AMERICA & CARIBBEAN

Colombia - Project appraisal
Ecuador - Project identification mission
El Salvador - Reconnaissance
Guatemala - Reconnaissance-in-Depth
Guatemala - Reconnaissance
Guyana - Reconnaissance-in-Depth
Honduras - Reconnaissance
Honduras - Project preparation mission
Mexico - Reconnaissance
Nicaragua - Reconnaissance
Peru - Project appraisal

EMENA

Greece - Reconnaissance-in-Depth
Iran - Supervision
Jordan - Project identification mission
Oman - Project preparation
Oman - Project appraisal
Peoples Democratic Republic of Yemen - Reconnaissance-in-Depth
Peoples Democratic Republic of Yemen - Reconnaissance
Yemen Arab Republic - Project preparation mission
Yemen Arab Republic - Project appraisal

GLeB:jk



ROUTING SLIP		Date
		8/16/73
NAME		ROOM NO.
Mrs. Anthony Churchill		
Const Ind file		

To Handle	Note and File
Appropriate Disposition	Note and Return
Approval	Prepare Reply
Comment	Per Our Conversation
Full Report	Recommendation
Information	Signature
Initial	Send On

REMARKS

This certainly looks useless. ~~They~~ They seem to have misunderstood my request completely. I hope what Becker ~~Boost~~ will be sending is more relevant. - I agree

From

Es. Kalmanoff

LF-UNIDO/IBRD
COOPERATIVE PROG.

UNITED NATIONS  NATIONS UNIES
UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

LERCHENFELDER STRASSE 1, A-1070 VIENNA, AUSTRIA
P.O. BOX 707, A-1011
TELEPHONE: 43 500 TELEGRAPHIC ADDRESS: UNIDO TELEX: 75612

REFERENCE: TS-1002-5
Letter No. 35

9 August 1973

Subject: Informational Material on Construction Industry

Reference: Your telex No. 8, Item DDD.=

Dear Mr. Kalmanoff,

.....
While you will receive more information in this matter from Mr. Becker-Boost directly, I am sending you herewith certain items which I obtained from the UNIDO Library, namely:

- (a) 7 pages giving titles and numbers of UNIDO reports, dealing with the Building Industry; and
- (b) One page giving the titles of certain works (not of UNIDO origin) which may be of interest.

I am told that the reports in group (a) are not always easy to find and a request for "one copy of each" would in all probability run into difficulties. However, if one or the other of these reports appear particularly relevant, we could try to obtain copies.

Further, I would like to call attention to the availability of a large number of UNIDO papers originating from meetings of "Expert Working Groups, Workshops and Seminars". These may be identified from the "UNIDO Documents List" which undoubtedly is available in the IBRD Library. I would particularly call attention to papers from Working Groups Number 16, 20, 35, 44, 49, 81, 83, 89, 96, 122, 125, 137, 148. (See the mentioned paper, starting on Page 42.)

Further of interest may be publications ID/40/2, ID/40/3, and ID/15 which may be identified on pages 1 and 2 of the same "Documents List".

All items appearing in the "Documents List" may be obtained directly from the

Sales Section, Publishing Service
United Nations,
New York, New York 10017, U.S.A.

Sincerely yours,


Walter H. Oettinger

Principal Industrial Development Officer
IBRD/UNIDO Co-operative Programme

Mr. George Kalmanoff
Deputy Director
Industrial Projects Department
International Bank for Reconstruction
and Development
1818 H-Street, N.W. Washington D.C.
20433 U.S.A.

S/F BUILDING MATERIALS

Plastics in building, by van SANTE F.J.
and WULKAN E.H.K. Bouwcentrum Rotterdam
July 1967 17 p.

see S/F PLASTICS

S/F Building materials ind.

Particle boards from Cyprus-grown trees.
T.P.I. G49. CHITTENDEN, FLAWES, HAWKES.
May 1970. p. 10

see S/F Waste utilization.

S/F BUILDING MATERIALS

Production techniques for the use of
wood in housing under conditions pre-
vailing in developing countries. 1969.
39 p.

see S/F WOODWORKING

S/F BUILDING IND.

Particle Board in Building. Timber Res.
and Development Ass. # 43 p. Oct. 1871

see S/F Woodworking ind.

S/F Building materials ind.

The production of particle board from
cassava stalks. T.P.I. G34, FLAWES,
PALMER. Oct. 1968. p.3

see S/F Waste utilization

S/F Building materials ind.

Particle board from cocnut palm timber.
T.P.I. G43 CHITTENDEN, FLAWES, HAWKES.
Dec. 1969. p. 5

see S/F Waste utilization.

S/F Building materials ind.

Attempts to use coir dust in the pre-
paration of building slabs or hardboard.
T.P.I. G35 Oct. 1968. p. 4

see S/F Waste utilization.

Publications on this sheet should be procured DIRECTLY,
not through UNIDO.

MH Oettinger
9 August 1973

BUILDING

INDUSTRY

1967-1972

UNIDO/TCD/SF/9

Plan of operation: Bolivia. Experimental
production plant for asbestos processing,
Cochabamba *Build-up*

E

UNIDO/ITD/88

The industrial production of wooden housing
components in the Philippines. *Build-up*

E

UNIDO/TCD/116

Etude de qualité des matériaux de construction
dans la République Fédérale du Cameroun *Build-up*

F

UNIDO/ITD/125

The potential utilization of papyrus
for the production of building boards
in Chad

F

Mr. A.V. Bassili

Building materials industry
Establishment of Planning Department for Building
New Cement Factories, TURKEY

W. Beckton

5.8.70

1st Periodic Report/
OA 220 TUR-2

Building materials ✓ Particle Board Production, PAKISTAN

M. Dano

23.9.70

Periodic Report/
OA 220 PAKI(8)

Building mat. Rapport sur les possibilités céramiques,
MAUI ITIUS

R. G. Burkhardt

24. 9.70

Final Report/
OA 220 MAURS (10)

+ Building mat. ind. Assistance to Glass Factory, GHANA

C. Brown

22.1.71

Preliminary report/
OA 220 GHA-8

Build Investigation of the Possibility of Establishing a
Section for Wood and Wood Products at the Centre for
Construction and Housing at Cacavilli, TOGO

L. Putna
Regional Adviser

9.2.71

/OA320 TOGO

Build Assistance to Asbestos-Cement Processing Factory,
SYRIAN ARAB REPUBLIC

Polservice**

14.1.71**

Final report/
OA 220 SYR-14

Build. Mat. ind. Particle Board Production - Tanta Flax and Oil Co.,
UNITED ARAB REPUBLIC

M. Dano

9.3.71

Preliminary report/
OA 220 UAR-27

Build. Bricks ind. Manufacturing of Building Bricks from Clay,
FIJI ISLANDS

G. Kirkendale

30.3.71

Preliminary Report
OA 220 FIJ(7)

Build Feasibility Study for Establishment of Particle and
Fibreboard Industry, MAGHREB

Polytechna*

20.3.71*

Final report/
OA 420 AFR(1)

Build Experimental Production Plant for Asbestos
Processing, BOLIVIA

Surveyer Neerker*
and Chenevert Inc.

22.4.71

Final report
OA 420 BOL (1)

BUILDING MATERIALS INDUSTRY.

3

<i>Building</i>	State of particle board production and particle board and resins, U.A.R.	M. Dano	3.5.71	Provisional text. OA 220 UAR (27)
<i>Building</i>	Heavy Clay Products Industry Feasibility Study, FIJI	G. Kirkendale	12.5.71	Mid-term report/ OA 220 FIJ-7
<i>Building</i>	Asbestos Cement Industry, BOLIVIA	K. Nieminen	17. 5.71	Preliminary report/ OA 220 BOL-12
	Plastics in Building	Washington University	7.6.71	Interim Report TS 6043/4
<i>Building</i>	Dev. of Small-scale Industries (Woodworking and Brickmaking), ZAMBIA	Mr. Bjorsvik Mr. Reid	6.8.71	OA 420 ZAM (2-4)
<i>Building</i>	Establishment of a Cement Industry, MAURITIUS	L. Janezic	23.8.71	OA 220 MAR-8
<i>Building</i>	Centre for Housing and Construction, SYRIAN ARAB REPUBLIC	H. Nargolwala	17.9.71	OA 420 SYR (2)
	Technology of building materials, ARAB REPUBLIC OF EGYPT	M. Harsono	18.10.71	Preliminary report/ OA 220 INT-13
	Metallurgical cement production, TURKEY <i>Building</i>	H. Börner	29 11.71	Preliminary report/ OA 321 TUR (10)
	Report on cont acting discussions, inspections and preparatory work for the purpose of issuing a final report as per: Ref. PUR 71/PPRS/APP -IND. BUILDING MATERIALS. CAE - 031 - A (RP/ID), CAMEROON.	F. Sobek	9.2.72	CA 321 CHR-3
	Rattan cane study, SENEGAL <i>Building</i>	Norris*	14.4.72*	Final report/ OA 420 SEN(2-5) 72/12*

BUILDINGS MATERIALS INT.

Construction experimental plant, EGYPT <i>Building</i>	Tsvetmetpromexport *	20.7.72	Final report/ OA 220 EGY 10
<i>Building material</i> Experimental, production plant for asbestos processing, BOLIVIA	Office of the Resident Representative	28.7.72	OA 422 BOL 1
Industrial uses of perlite and pumice, ICELAND <i>Building</i>	A. Todd	23.10.72	Final report/ OA 220 ICE 2
Etude technico-économique de l'exploitation du marbre, UPPER VOLTA <i>Building</i>	COMTEC*	3.11.72	Final report/ OA 220 UPV 19
Clay <u>building</u> materials, LESOTHO	W. Buchanan	24.11.72	OA 321 LES 3
National Institute of technology and standardization - construction materials, PARAGUAY <i>Building</i>	N. Hill	12.2.73	UA 420 PAR 1-6
Construction materials, THAILAND <i>Building</i>	J. Overgaard	12.2.73	OA 420 THA 1
Structural clay products, THAILAND <i>Building</i>	G. Kirkendale	5.3.73	OA 420 THA 1-8
Geological survey asbestos area, BOLIVIA <i>Building material</i>	GEOBOL*	6.4.73	OA 220 BOL 13
Planta beneficiadora de asbesto, BOLIVIA <i>Building</i>	M. Carril V. Veltze Michel	18.5.73	OA 420 BOL 1
Assistance to the <u>building</u> materials industry, SIERRA LEONE	N.S. Dawa	25.5.73	Progress report/ OA 120 SIL
Assistance in the manufacture of construction materials and baked clay products, BURUNDI <i>Building</i>	M. Karan	1.6.73	Periodical report/ OA 220 BDI 10

BUILDING MATERIALS

5

Assistance to the building materials industry, IRAN

A.P. Könye

4.6.73

Final report/
OA 321 IRA 16

Ceramic building materials, NETHERLANDS ANTILLES

A.J. Shorter

5.6.73

OA 321 NAN 2

Transportation of limestone, ARGENTINA

Build

H.C. Doeck

7.6.73

OA 321 ARG 43

Caribbean Industrial Research Institute - Construction materials,
TRINIDAD AND TOBAGO

Build

U.A. Halvorsen

7.6.73

2nd periodical report/
OA 321 TRI 3-8

Development of the building materials industry in SOMALIA

S.I. Stefanov

19.6.73

OA 220 SOM 16

BUILDING AND BUILDING MATERIALS INDUSTRY

7

Industrial Building, ROMANIA	E.N. Gatfield	3.02.70	OA 321 ROMAN (1)
Brick Factory, MADAGASCAR	Burkhardt	17.02.1970	Inception report - OA 321 MADA (6)
Assistance to the Asbestos-Cement Processing Factory, SYRIA	W. Molendia (PolSERVICE)	5.1970	OA 220 SYARE (14) 1st Progress Report
Assistance to the Ceylon Ceramics Corporation, CEYLON	K. Engelthaler	13.03.1970	Report No. 12 - OA 321 CEYL (4)
Lime Industry in BRITISH HONDURAS	G.W. Talbot	3.04.1970	Preliminary Report OA 320 BRHO (1)
Final Feasibility Study for the Ceramic Combined Plant, JORDAN	Z. Engelthaler	5.1970	OA 420 JOR (1)
Ceramics Engineer Report, CEYLON	K. Engelthaler	5.1970	Report No. 13 - OA 321 CEY (4)
SOMABRI Brickworks, MADAGASCAR	Burkhardt	21 May 1970	OA 220 MADA (1+11) Rapport trimestriel
Lime Industry, BRITISH HONDURAS	Talbot	26.5.1970	OA 220 HON (1)
Assistance to Ceramics Corporation CEYLON	K. Engelthaler	.1970	Final Report - OA 321 CEYLON

Ms. G. Leblanc

July 31, 1973


A. Tsantis

Unesco Cooperative Program
Scheduling of Missions - LCPED

- CANCELLATION: Haiti - Please cancel scheduled Unesco/PIM

- ADDITIONS: Haiti - We request Unesco recommendation for a specialist to join the Economic Mission September 1. The assignment will be for a total of about five weeks. We are attaching a description of his tasks which can be communicated to Unesco.

- Barbados - We request a Unesco sector review in October. Because of the smallness of the island we expect the mission duration to be short, about two weeks. In a letter to Unesco we intend to outline the objectives of this mission, so that its composition can best be determined by Unesco. Tentatively, Unesco may wish to include an economist, a general educator and a technical educator. However, it is anticipated that some sector work will also be required in the agricultural sector (formal and non-formal training). We hope the mission's short field assignment would also be reflected in a shortening of the cycle required for report writing.

Attachment 

ATsantis:mp

July 19, 1973

Dear Mr. Maheu:

Thank you for your letter of July 2 agreeing with the proposal to review the operation of the supplementary cooperative program and designating Mr. Sylvain Lourie for preliminary discussions, I am designating Mr. D. S. Ballantine, Director, Education Department, to initiate discussion with Mr. Lourie during his visit to Washington in September.

With cordial regards,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
Director-General
United Nations Educational,
Scientific and Cultural
Organization
place de Fontenoy
Paris 7e, France

MLHoffman/pnn
July 17, 1973

Cleared with and cc: Mr. Ballantine, Dir., Educa. Dept.
cc: Mr. McNamara's files (2)

McN

LI-UNESCO/2800 COOPERATIVE PROGRAM

UNESCO

Memo EP.F/3551

16 July 1973

To : Mr. W. van Vliet
Director, EFD

From : B.J. Kimmins
EFD

Subject : Dahomey PPM - Back-to-Office Report

A Unesco project preparation mission was in Dahomey from 14 June to 5 July 1973 under the Co-operative Programme Unesco/IERD. The mission was composed of :

Messrs. B.J. Kimmins, Mission Leader and architect, EP.F
G. Palm, economist, EP.P
J. McNown, general and technical education, IERD
G. Devernois, rural development, SEDES, IERD consultant

Miss C. Parker-Smith, secretary, EP.F.

The project consisted of three items, as identified by the reconnaissance mission (Messrs. Magnen, McNown and Loewen) of 27 April to 6 May 1973 :

Project item 1 : Rural Youth Development

Project item 2 : Trade Training Centre

Project item 3 : Educational Reform.

1. Rural Youth Development :

- (i) Reinforcement of equipment in 100 existing Rural Youth Clubs;
- (ii) Building materials and equipment for 100 new Youth Clubs;
- (iii) Construction and equipment of nine Centres d'Appui;
- (iv) Construction of 150 wells, 4 reservoirs, and 10 harnessing of springs;
- (v) Technical assistance;
- (vi) Revolving Fund.

Total : US\$ 2.2 million

The above is a part only of the total request made by the Government of Dahomey to Unicef. The mission worked in liaison with Mr. Gomez, Programme Officer of the Unicef Regional Office, Abidjan, who visited Dahomey especially for this purpose.

EP.F/1914/16.7.73

../..

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1973 JUL 16 10:37

Within the above total, a sum is included for a three months study/survey prior to the appraisal mission and which would include the location of the 100 new Clubs and the Centres d'Appui, as well as the selection of the 100 existing Clubs which are to be given equipment.

2. Trade Training Centre :

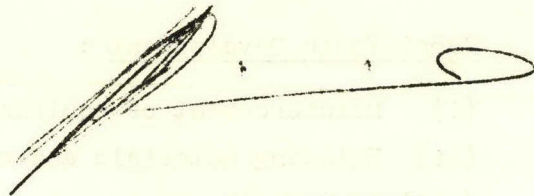
Includes buildings and furniture for 170 places. The cost of equipment and technical assistance (instructors, etc.) will be provided by UNDP.

Total cost (including UNDP) : US\$ 825,000

Included in the overall total is a sum for a three months study/survey, prior to the appraisal mission. This study would include a detailed survey of the needs of industry and the consequent establishment of priority courses.

3. Educational Reform :

The Reform was launched by the President of the Republic in November 1972. Following this, a technical committee was set up in order to prepare a work schedule for the large (180 members) National Committee which commenced its work in May 1973. The mission was given to understand that once the Reform has been completed, the Government will seek external financial aid for specific projects which fall within the framework of the Reform.



B.J. Kimmins

cc. Messrs. Fobes, Coeytaux, M'Bow, Platt, Lourié (3), Conton, Knapp, Cairns, Dieuzeide, Foecke, Nicholson, Ochs, Husain, Herman, Kinany, Najman, Naraghi, Jiménez (3), Brolin, Ballantine (IBFD), Lethem (IBFD), all EFD project officers.

ROUTING SLIP

Date
July 9, 1973

OFFICE OF THE PRESIDENT

Name	Room No.
Mr. Hoffman	

<input type="checkbox"/>	To Handle	<input type="checkbox"/>	Note and File
<input type="checkbox"/>	Appropriate Disposition	<input type="checkbox"/>	Note and Return
<input type="checkbox"/>	Approval	<input type="checkbox"/>	Prepare Reply
<input type="checkbox"/>	Comment	<input type="checkbox"/>	Per Our Conversation
<input type="checkbox"/>	Full Report	<input type="checkbox"/>	Recommendation
<input type="checkbox"/>	Information	<input type="checkbox"/>	Signature
<input type="checkbox"/>	Initial	<input type="checkbox"/>	Send On

Remarks

Please prepare a reply for Mr. McNamara's signature.

Anders Ljungh

Fr

Mr. J. Street

July 5, 1973

Gabrielle LeBlanc

FY 72 and FY 73 - UNESCO/Bank Cooperative Programme Sector Reports

I apologize for the delay in sending you the requested information, but as Unesco has just sent us an updated list of all their identification reports on national systems of education, the following list is, unbelievably enough, absolutely accurate.

FY 1972

Madagascar (3/72)
Mali (4/72)
Nigeria (9/71)
Costa Rica (1/72)
El Salvador (5/72)
Honduras (12/71)
Nicaragua (4/72)
Peru (3/72)

FY 1973

Mauritania (12/72)
Gabon (6/73)
Sierra Leone (5/73)
Somalia (6/73)
Oman (12/72)
Syria (8/72)
Yemen PDR (2/73)
Guatemala (10/72)
Ecuador (2/73)
Guyana (1/73)

GLeB:jk



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, Paris-7^e

783

The Director-General

reference : DG/1.1/8050/27/5078

2 July 1973

Dear Mr. McNamara,

Thank you for your letter of 13 June 1973 concerning the extension of the supplementary cooperative programme we established in 1970. I agree with your proposal to review the effectiveness of this programme and to examine the possibilities for alternative use of the resources which are at present allocated to its execution.

Since at this end four different Divisions are involved in the supplementary programme, I would prefer this review to take place in Paris, possibly in the autumn of this year. Further, as it would be useful if we could know more about the Bank's views on this programme before the Review Meeting, I am designating Mr. S. Lourié, Director of the Division of Educational Policy and Planning, Department of Planning and Financing of Education, to undertake preliminary discussions with members of your staff. Mr. Lourié will be in Washington in any case during the first half of September.

With best regards,

Yours sincerely,

René Maheu
René Maheu

Mr. Robert S. McNamara,
President,
International Bank for Reconstruction and Development,
1818 H Street N.W.,
Washington D. C. 20433,
U.S.A.

Rec'd in IRD

7/10/73

SECTION
COMMUNICATIONS

1813 907 - 8 1111:01

RECEIVED



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

Place de Fontenay, Paris-7^e

183

The Director-General

DAI.18050/27/5078

2 July 1973

Dear Mr. McNamara,

Thank you for your letter of 13 June 1973 concerning the extension of the supplementary cooperative programme we established in 1970. I agree with your proposal to review the effectiveness of this programme and to examine the possibilities for alternative use of the resources which are at present allocated to its execution.

Since at this end four different Divisions are involved in the supplementary programme, I would prefer this review to take place in Paris, possibly in the autumn of this year. Further, as it would be useful if we could know more about the Bank's views on this programme before the Review Meeting, I am designating Mr. S. Louie, Director of the Division of Educational Policy and Planning, Department of Planning and Financing of Education, to undertake preliminary discussions with members of your staff. Mr. Louie will be in Washington in any case during the first half of September.

With best regards,

Yours sincerely,

Rene Mahen
Rene Mahen

Mr. Robert S. McNamara,
President,
International Bank for Reconstruction and Development,
1818 H Street N.W.,
Washington D. C. 20433,
U.S.A.

Rec'd in IRD
1/10/73

SECTION
COMMUNICATIONS
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LI-UNESCO / IBERD *Exp. Progr.*
JUL 6 1973
united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, 75 Paris-7^e

téléphone : 566-57.57
câbles : Unesco Paris
tél. x : 27 602 Paris

référence : EP 8050/1/5080

Le Blanc
File
Rogier

29 June 1973

Dear Mr. Gomez,

Please find enclosed the monthly time-tables for April and May 1973 in respect of the Unesco/IBRD Cooperative Programme (Tables I & II) and the Expanded Cooperative Programme (Table III).

Yours sincerely,

(Mrs.) D. Féendler
Administrative Unit
Educational Financing Division
Department of Planning and
Financing of Education

Mr. R. Gomez
Administrative Assistant
Education Department
I.B.R.D.
1818 H. Street, N.W.
Washington D.C. 20433
U.S.A.

SECTION
COMMUNICATIONS
1973 JUN -2 PM 3:38

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United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

place de Fontenoy, 75 Paris-7^e

telephone : 266-27-27
cables : Unesco Paris
telex : 27 602 Paris

reference : EP 8050/1/5080

29 June 1973

Dear Mr. Gomez,

Please find enclosed the monthly time-tables for April and May 1973 in respect of the Unesco/IIRD Cooperative Programme (Tables I & II) and the Expanded Cooperative Programme (Table III).

Yours sincerely,

(Mrs.) D. Felendler
Administrative Unit
Educational Financing Division
Department of Planning and
Financing of Education

Mr. R. Gomez
Administrative Assistant
Education Department
I.B.R.D.
1818 H. Street, N.W.
Washington D.C. 20473
U.S.A.

COMMUNICATIONS SECTION

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JUL 6 1973
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P...
P...

EDUCATIONAL FINANCING DIVISION

TABLE I

Monthly Time-Table: APRIL 1973

Country	Number of Working Days						Overtime in field (hours)
	A1*	A2*	A3*	A4*	A5*	Total	
Algeria	-	-	-	1	-	1	-
Burma	-	$\frac{1}{2}$	-	-	-	$\frac{1}{2}$	-
Dahomey	3	2	-	-	-	5	-
Gabon	-	-	19	$12\frac{1}{2}$	-	$31\frac{1}{2}$	-
Greece	-	$11\frac{1}{2}$	-	-	-	$11\frac{1}{2}$	-
Guatemala	-	8	-	-	-	8	-
Iran	-	-	2	-	-	2	-
Ivory Coast	-	-	$17\frac{1}{2}$	-	-	$17\frac{1}{2}$	-
Jordan	-	24	-	-	-	24	-
Kenya	-	$\frac{1}{2}$	-	-	-	$\frac{1}{2}$	-
Malaysia	17	28	-	-	-	45	25
Mauritania	-	-	15	-	-	15	-
Senegal	74	-	$15\frac{1}{2}$	-	-	$89\frac{1}{2}$	$259\frac{1}{2}$
Sierra Leone	-	-	29	$12\frac{1}{2}$	-	$41\frac{1}{2}$	-
Somalia	-	-	$28\frac{1}{2}$	20	-	$48\frac{1}{2}$	-
Zambia	-	-	9	-	-	9	-
TOTAL	94	$74\frac{1}{2}$	$135\frac{1}{2}$	46	-	350	$284\frac{1}{2}$

A.* Work related to a specific country:

- 1) On mission, including travel time
- 2) Preparation of missions
- 3) Follow-up of missions
- 4) Contribution to missions in which a staff member is not directly involved
- 5) Desk Studies and/or Country Profiles

B. Study of problems of a general nature, relating to the Cooperative Programme

46 days

C. Non-Cooperative Programme Activities

$29\frac{1}{2}$ days

D. Overtime worked in Paris: 36 hours

E. Leave (annual and sick)

$35\frac{1}{2}$ days

No. of Project Officers: 22

No. of Working Days per person: 20 = 440

except Mr. Insuasty: 10 = 450

No. of Working Days spent on mission work by Management Staff 11= 461

Total No. of Working Days

461 days

EDUCATIONAL FINANCING DIVISION

Note: In addition to EP.F staff this includes consultants and Unesco staff members outside EP.F, except ECP staff and panel members. (Mr. Ballantine's letter of 7/11/72 refers).

TABLE II

Monthly Time-Table: APRIL 1973

Country & Type of Activity	Architects							Economists							Educators						TOTAL	
	Rec	PIM RID	PPM	PAM	Ec.	Sup	Sp. Ast	Rec	PIM RID	PPM	PAM	Ec.	Sup	Sp. Ast	Rec	PIM RID	PPM	PAM	Ec.	Sup		Sp. Ast
<u>A1 (Mission)</u>																						
Dahomey	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	3
Jordan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2
Malaysia	-	-	6	-	-	-	-	-	-	5	-	-	-	-	-	-	6	-	-	-	-	17
Senegal	-	-	15	-	-	-	-	-	-	14	-	-	-	-	-	-	60	-	-	-	-	89
<u>A2 (Preparation)</u>																						
Burma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1/2	-	-	-	-	-	1/2
Dahomey	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2
Greece	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	10 1/2	-	-	-	-	-	11 1/2
Guatemala	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	8
Jordan	-	-	-	-	-	-	-	-	14	-	-	-	-	-	-	14	-	-	-	-	-	28
Kenya (SS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1/2	-	-	-	-	-	1/2
Malaysia	-	-	6	-	-	-	-	-	-	11	-	-	-	-	-	-	11	-	-	-	-	28
<u>A3 (Follow-up)</u>																						
Gabon	-	-	-	-	-	-	-	-	14	-	-	-	-	-	-	6	-	-	-	-	-	20
Iran	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Ivory Coast (SS)	-	-	-	-	-	-	-	-	16	-	-	-	-	-	-	1 1/2	-	-	-	-	-	17 1/2
Mauritania	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	16	-	-	-	-	31
Senegal	-	-	4	-	-	-	-	-	-	4	-	-	-	-	-	-	7 1/2	-	-	-	-	15 1/2
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33	-	-	-	-	-	33
Somalia	-	-	-	-	-	-	-	-	16 1/2	-	-	-	-	-	-	12	-	-	-	-	-	28 1/2
Zambia	-	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9
<u>A4 (Indirect)</u>																						
Algeria	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Gabon	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	9 1/2	-	-	-	-	-	12 1/2
Sierra Leone	-	-	-	-	-	-	-	-	1 1/2	-	-	-	-	-	-	11	-	-	-	-	-	12 1/2
Somalia	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	17	-	-	-	-	-	20
TOTAL	-	-	31	15	-	11	-	-	69	34	-	-	-	-	5	117 1/2	92 1/2	17	-	-	-	392

TABLE III

STATEMENT OF STAFF TIME ACCOUNTING

(IBRD-UNESCO EXPANDED COOPERATIVE PROGRAMME)

PERIOD : . . . A P R I L 1973

	ESM/EHT		E P P D		T O T A L		REMARKS
	M/W	CUMUL.	M/W	CUMUL.	M/W	CUMUL.	
Cumul. total from 31/3/73 . . . brought forward		57.4		52.1		109.5	
<u>Description of activities</u>							
1. <u>Missions</u>							
E. Brunswic: PIM Ivory Coast (report writing)	1						
L. Zieglé : PIM Ivory Coast (report writing)	2.6						
2. <u>Studies</u>							
J. Auerhan: Educational Indicators			1				
TOTAL IN M/W	3.6	61.0	1	53.1	4.6	114.1	

EDUCATIONAL FINANCING DIVISION

TABLE I

Monthly Time-Table: MAY 1973

Country	Number of Working Days						Overtime in field (hours)
	A1*	A2*	A3*	A4*	A5*	Total	
Afghanistan	-	14	-	-	-	14	-
Burma	-	1	-	-	-	1	-
Colombia	-	-	-	5	-	5	-
Costa Rica	-	-	-	-	9½	9½	-
Dahomey	3	8	2	-	-	13	-
Dominican Rep.	-	1	-	-	-	1	-
Ecuador	-	4	-	1	-	5	-
Gabon	-	-	8	-	-	8	-
Greece	84	12	-	-	-	96	174
Guatemala	-	1	-	-	6½	7½	-
Ivory Coast	-	-	17	5	-	22	-
Jordan	23	-	16	-	-	39	24
Malawi	-	-	-	3	-	3	-
Malaysia	84	-	-	-	-	84	284
Mali	-	-	-	-	10	10	-
Mauritania	-	-	6	-	-	6	-
Morocco	-	-	1	-	-	1	-
Oman	9	-	-	2	-	11	-
Saudi Arabia	-	-	-	-	3½	3½	-
Senegal	-	-	6½	2	-	8½	-
Somalia	-	-	13	-	-	13	-
TOTAL	203	41	69½	18	29½	361	482

A.* Work related to a specific country:

- 1) On mission, including travel time
- 2) Preparation of missions
- 3) Follow-up of missions
- 4) Contribution to missions in which a staff member is not directly involved
- 5) Desk Studies and/or Country Profiles

B. Study of problems of a general nature, relating to the Cooperative Programme

56 days

C. Non-Cooperative Programme Activities

33 days

D. Overtime worked in Paris:

20 hours

E. Leave (annual and sick)

41 days

No. of Project Officers:

23

No. of Working Days per person:

21 = 483

No. of Working Days spent on

mission work by Management Staff

8

Total No. of Working Days

491 days

TABLE II

EDUCATIONAL FINANCING DIVISION

Note: In addition to EP.F staff this includes consultants and Unesco staff members outside EP.F, except ECP staff and panel members. Mr. Ballantine's letter of 7/11/72 refers).

Monthly Time-Table: MAY 1973

Country & Type of Activity	Architects							Economists							Educators						TOTAL		
	Rec	PIM RID	PPM	PAM	Ec.	Sup	Sp. Ast	Rec	PIM RID	PPM	PAM	Ec.	Sup	Sp. Ast	Rec	PIM RID	PPM	PAM	Ec.	Sup		Sp. Ast	
<u>A1 (Mission)</u>																							
Dahomey	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	3
Greece	-	-	-	-	-	-	-	-	13	-	-	-	-	-	-	71	-	-	-	-	-	-	84
Jordan	-	-	-	-	-	-	-	-	12	-	-	-	-	-	-	33	-	-	-	-	-	-	45
Malaysia	-	-	21	-	-	-	-	-	-	21	-	-	-	-	-	-	42	-	-	-	-	-	84
Oman	-	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	9
<u>A2 (Preparation)</u>																							
Afghanistan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	-	-	-	-	14
Burma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Dahomey	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Dominican Republic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
Ecuador	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	4
Greece	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	-	-	-	-	-	-	12
Guatemala	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
<u>A3 (Follow-up)</u>																							
Dahomey	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2
Gabon	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	5	-	-	-	-	-	-	13
Ivory Coast (SS)	-	-	-	-	-	-	-	-	16	-	-	-	-	-	-	1	-	-	-	-	-	-	17
Jordan	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	17	-	-	-	-	-	-	26
Mauritania	-	-	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6
Morocco	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Senegal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8½	-	-	-	-	-	8½
Somalia	-	-	-	-	-	-	-	-	12	-	-	-	-	-	-	1	-	-	-	-	-	-	13
<u>A4 (Indirect)</u>																							
Colombia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	5
Ecuador	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Ivory Coast (SS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	5
Malawi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	3
Oman	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Senegal	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
<u>A5 (Country Profiles/ Desk Studies)</u>																							
Costa Rica	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9½	9½
Guatemala	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6½	6½
Mali	-	-	-	-	-	-	-	-	-	-	-	-	-	10	-	-	-	-	-	-	-	-	10
Saudi Arabia	-	-	-	-	-	-	3½	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3½
TOTAL	-	-	29	11	-	1	3½	-	70	21	9	-	-	10	15	164	50½	-	-	-	-	16	400

Approved by DIR EPAD
Approved by DIR RDS

TABLE III

STATEMENT OF STAFF TIME ACCOUNTING
(IBRD-UNESCO EXPANDED COOPERATIVE PROGRAMME)
PERIOD : . . . M A Y . . . 1973

	ESM/EHT		E P P		T O T A L		REMARKS
	M/W	CUMUL.	M/W	CUMUL.	M/W	CUMUL.	
Cumul. total from . . . 30/4/73 . . . brought forward		61.0		53.1		114.1	
<u>Description of activities</u>							
1. <u>Missions</u>							
S. Lourie: RID Greece (on mission)			1				
H. Marchl: PPM Malaysia (preparation)	0.6						
(on mission)	3.6						
E. Brunswic: PIM Ivory Coast (report writing)	0.4						
L. Zieglé: " " " (report writing)	0.4						
2. <u>Studies</u>							
L. Cervall: Curriculum Development	0.5						
L. Zieglé: Teacher Training Institute	0.6						
TOTAL IN M/W	6.1	67.1	1	54.1	7.1	121.2	

EPAD/2236/16.9.71

Mr. D. S. Ballantine

June 19, 1973

Gabrielle Le Blanc

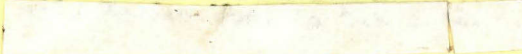
Some Suggestions Concerning UNESCO Identification Work

Following the Division Chiefs meeting of last Thursday, June 14, and the discussions around Mr. Erder's Jordan experience, I have prepared a list of suggestions for improvement of the PIM process. Some of these suggestions are the result of past Review Meetings as I have indicated.

1. The Bank should play a more active role in the formulation of PIM terms of reference.
2. Bank staff members could be sent along to cooperate on important PIM missions. Apropos, program/loan officers have been foreseen to occasionally join UNESCO missions for part of their field work. *
3. Parallel to the drafting of their regular reports, the PIMs could be invited to produce a "note" dealing more specifically with the issues related to Bank policy and finance as a guide for future reconnaissance work.
4. Briefing and debriefing sessions with the leaders of important PIMs could be planned as a regular feature. **
5. More rigorous methods could be developed for the processing of the PIM reports by the Bank, probably in the form of some preliminary guidelines.
6. It is suggested that the PIM reports embody more a general policy study rather than identification of specific project items.
7. In the light of rethinking PIM content and taking into consideration points 5 and 6 above, it is useful to reconsider the following suggestions: **
 - (a) that PIM reports should try to indicate the objectives of the government's educational development plans and UNESCO's assessment of these objectives;

* Review Meeting Oct. 1972.

** Review Meeting May 1972.



- (b) that there should be a strengthening of the financial analysis;
- (c) that every sub-sector should be commented upon, even if briefly;
- (d) that the setting out in specific phases of any recommendations for the implementation of an educational strategy would be most useful;
- (e) that there should be as comprehensive a treatment as possible of other agency, multi and bilateral involvement in educational development so as to enable the Bank to evaluate more effectively the country's educational priorities;
- (f) that UNESCO should consider fuller treatment of areas such as new media, book production, management training, and the management of the educational system;
- (g) that increased attention should be given to health training problems.

GLB/nms

Mr. D. S. Ballantine

June 14, 1973

Gabrielle Le Blanc

IBRD/UNESCO Technical Assistance Meeting, 20-21 March 1973

We have now received UNESCO's comments on the draft minutes prepared by Frank Dunnill and myself.

The changes proposed by UNESCO are not substantial ones. They deal principally with an increased emphasis on UNESCO's role, with a clarification of certain terms (i.e. changes in paras. 12 and 18) and with a more clear delineation of roles within UNESCO as set out in the charts of Annex II and Annex III.

I have incorporated these changes in the draft text, with some minor editing, and now attach a proposed final set of minutes of this Meeting.

cc: Messrs. B. Cheek
F. Lethem
J. J. Stewart
C. van Dijk
G. Pennisi
R. Van Wageningen
N. Erder
K. Thint

G.L.B./mms

IBRD/UNESCO Cooperative Programme

Discussions on Technical Assistance in Bank Education
Projects - Washington, D.C., 20-21 March 1973

Present:

UNESCO: Messrs. Lourié, Moller, Beynon, Ochs, Lema

IBRD: Messrs. Ballantine, Dunnill, Erder, Thint, Sawaya, Burt,
Pennisi, Stewart, de Capitani, Cheek, Lethem,
Brigish, Terreffe, van Wagenen (observer)
Ms. Le Blanc

1. In welcoming the UNESCO group, Mr. Ballantine referred briefly to recent changes in the Bank's general and education policy directed toward mass social and economic improvement. The Bank's objectives in education lending are gradually shifting, becoming more exploratory, and therefore requiring a more flexible approach, both in project design and implementation.
2. The meeting considered the Agenda Paper (Annex I), which followed the general order of the Bank's Guidelines on Technical Assistance, prepared in the Bank for use in respect of education projects. While agreeing with the Agenda as drawn up, Mr. Lourié emphasized the requirement that the outcome of discussions should lead to explicit proposals, a point which was supported by all those present. He added that in principle it was important to attempt to identify and focus attention on local people - including some outside the institutional structure - who were in a position to act as agents of change.
3. The Agenda Paper was adopted, and during a wide-ranging review of Technical Assistance in the context of IDA/IBRD projects, the following points of agreement emerged.
4. The progressively closer identification and definition of the objectives of Technical Assistance proposed in the Bank's Guidelines on Technical Assistance and already attempted in a number of recent Bank projects was agreed to be helpful and important - not least as a means of expediting project implementation.

5. So was the emphasis placed on:
- (a) the need to look at Technical Assistance problems and to formulate objectives, initially within the general sector framework and increasingly, as project design progresses, as an integral part of the project;
 - (b) the desirability of putting as much responsibility as possible in local hands and of using local skills wherever practicable (including appropriate emphasis on the inclusion of training arrangements in Bank education projects as recommended in the Guidelines on Technical Assistance); and
 - (c) the need to develop the capacity of Bank and UNESCO staff responsible for field missions to deal with problems of Technical Assistance.

6. It was useful to distinguish the two roles of UNESCO in the context of Bank lending:

- (a) As a normal function of the Cooperative Programme, in helping the borrower and the Bank with the identification and preparation of projects involving initial definition of problems and the design of Technical Assistance tasks, taking into account available information on various activities carried out in the education sector of the country concerned; and
- (b) In participating, where appropriate, as a supplier of Technical Assistance, in project implementation.

These roles are set out in some detail in the two charts which are attached as Annex II and Annex III.

7. In role 6(a) the following UNESCO contribution is valuable:

- (a) In the course of PIM's, the broad identification within the context of overall sector strategy of areas in which, and purposes for which, Technical Assistance was likely to be needed:
 - (i) in dealing with general sector problems, and
 - (ii) in the specific context of possible projects, and of the possible means, rough time scale and order of costs likely to be involved.

- (b) The initial definition, in the course of PPM's, of Technical Assistance objectives, and help with the first draft of a project implementation schedule on lines suggested in the Guidelines (see in particular para. 3.7).

8. On a point of detail, it was agreed that it would be open to UNESCO to use man/months instead of man/years in estimating unit costs. It was also agreed that at PIM stage a general indication of the order of likely Technical Assistance costs would be sufficient. At PPM stage, it would be open to UNESCO to adjust the standard UN figures in the light of local circumstances where this seemed to be necessary - stating the range of salaries, etc. adopted for this purpose.

9. In performing role 7(a) it would normally be sufficient for UNESCO to use missions as at present but fully briefed on the approach discussed above; but it might occasionally be necessary, where large or complex issues arose, to add a brief input by someone experienced in Technical Assistance problems.

10. UNESCO will also be contributing, within available time, by assembling available data for the briefing of PIM missions, which activity will be undertaken by substantive divisions as appropriate. These inputs will be charged against the Cooperative Program, as already agreed upon between UNESCO and the Bank, on the basis of the existing coefficients.

11. It was agreed that the Bank's efforts to reach as close a definition as possible, at the appraisal stage, of Technical Assistance objectives, and in particular, the development at appraisal stage, wherever appropriate, of implementation schedules showing Technical Assistance inputs in relation to other key events, would be helpful. The purpose of such schedules would be to define to the satisfaction of the Bank, the borrower and UNESCO, when it is involved in project implementation:

- (a) the objectives of Technical Assistance in relation to the sector and the project;
- (b) the proposed time scale;
- (c) the estimated costs;
- (d) any areas where work was needed on the closer definition of problems or of the means and time scale by which they were to be solved.

12. The Bank's increasing attention to the need for the flexible definition of Technical Assistance inputs and costs in Loan and Credit Agreements would also be helpful. Such definition should specify the framework within which Technical Assistance were to be provided, in order to make clear the time frame and the objectives of the assistance; their relative priorities, inter-relationships, and connections with other project components; minimum and maximum inputs required; and an indicative budget ceiling. This framework would normally permit further refinements and adjustments, and in appropriate cases the person responsible for the management of Technical Assistance in the field would be responsible for working out such refinements and suggesting adjustments (see also paras. 17 and 18 below). This procedure and the increasing use of "piggy back" and retroactive financing for important Technical Assistance components would help to improve the quality of Technical Assistance inputs.

13. Against this background, it was considered likely that the Bank would suggest to borrowers, at or before negotiations, that in appropriate cases proposals be invited from various possible sources (including multi-lateral and bilateral agencies as appropriate) for meeting Technical Assistance objectives defined in terms of reference based on the processes referred to above and that UNESCO would wish to respond to such invitations.

14. This procedure would not apply to all projects or necessarily to all the Technical Assistance components of a particular project. It would be particularly relevant where multiple inputs or team approaches were needed. It would not preclude a decision by a borrower to entrust UNESCO with the sole responsibility for Technical Assistance implementation. Nor would it prevent a borrower from pursuing the possibility of financing a specific Technical Assistance input by way of grant, e.g. from UNDP or a bilateral agency.

15. UNESCO would be free to include in its response to such invitations proposals for sub-contracting specific tasks in a manner that was mutually acceptable to the Bank and UNESCO, as part of an effort to widen its range of opportunities.

16. The Bank and UNESCO agreed on the importance of increasing the efficiency of the field management of Technical Assistance - and of the appropriate delegation of authority.

17. The precise form of invitations to submit proposals for the provision of Technical Assistance services, of invitations to proceed on a contingent basis, and of formal agreements for their provision would vary from case to case, but would in general follow procedures recommended by the Bank

for the use of consultant groups by its borrowers.* They would normally permit variations by UNESCO when, it is responsible for the Technical Assistance, in the means of performing the tasks specified in the terms of reference and the rephrasing of inputs to an extent agreed from time to time by the borrower and the Bank.

18. Where UNESCO became responsible for the provision of Technical Assistance, UNESCO would be prepared to contribute to the supervision of the project by reporting, to the extent found desirable by the Bank and the borrower, on:

(a) the actual implementation with reference to the aforementioned framework, and

(b) the quality of performance of the staff related to the project

of the Technical Assistance component in question, and also on any points where a need to consider possible adjustments arose in the course of implementation. This would be done within the framework of Bank and UNESCO responsibility for project implementation and supervision. UNESCO and the Bank should cooperate closely at all stages of implementation: this was particularly important where there were considerable delays, e.g. for political reasons, after appraisal.

19. In summing up, Mr. Ballantine and Mr. Lourié agreed that subject to review by their colleagues in UNESCO and the Bank, those concerned in each organization would seek opportunities of adopting, in appropriate cases, the procedure as above outlined. In the light of the meeting's deliberations, the Bank's Education Department would revise its Guidelines on Technical Assistance and would forward them to UNESCO for comment.**

* Such as those set out in the booklet Uses of Consultants by the World Bank and its Borrowers.

** To date, no comments have been received from UNESCO.

June 13, 1973

Dear Mr. Maheu:

You will recall that in 1970 we agreed to extend the Unesco/IBRD Cooperative Program by the establishment of six additional posts in the program /three in the Division of Educational Planning and Administration (EPAD) and three in the Department of School and Higher Education (EDS)/. In exchange EPAD and EDS would provide agreed services to the Cooperative Program, such as participation in missions and the preparation of special studies for an equivalent amount of time. We had agreed upon an initial period of two years beginning July 1, 1970, but in fact the arrangement has been in effect continuously from the beginning.

Given the concern of all the multilateral agencies to secure maximum benefit from all available resources, it seems appropriate to suggest that we might now review the operation of this supplementary program to determine whether this particular deployment of resources, or some other, will provide the greatest benefits to our member countries and to the work of our two agencies.

If you agree, I will direct members of the Bank staff to meet with Unesco staff members you may designate for the purpose of such a review.

With cordial regards,

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Rene Maheu
Director-General
Unesco
Place de Fontenoy
Paris 75007, France

cc: Mr. W. C. Baum, CPS
Mr. M. L. Hoffman, IR (cleared by Mrs. Boskey)

DSBallantine:jsc

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: UNESCO
PARIS

DATE: JUNE 6, 1973

CLASS OF
SERVICE: TELEX

WCI

COUNTRY: FRANCE

TEXT:
Cable No.: 41 FOR MOLLER

WOULD GREATLY APPRECIATE UNESCO PARTICIPATION COMMA IF POSSIBLE AN ECONOMIST FOR ONE TO TWO WEEK RECONNAISSANCE MISSIONS IN JUNE/JULY TO ONE OR MORE OF THE FOLLOWING COUNTRIES: BOTSWANA COMMA LESOTHO COMMA SWAZILAND STOP CABLE SENT LESOTHO ASKING CLEARANCE FOR MISSION END-JUNE IF REPLY POSITIVE HOPE TO FOLLOW UP WITH CABLE TO BOTSWANA ANNOUNCING VISIT OF SAME MISSION EARLY JULY STOP MISSION WOULD HAVE USUAL ASSIGNMENT OF REVIEWING EDUCATION POLICIES AND PLANS COMMA DEVELOPMENT PRIORITIES AND POSSIBLE PROJECTS FOR IDA FINANCING STOP MISSION WILL PARTICULARLY DISCUSS RECENT REPORT OF POLYTECHNIC MISSION OF OVERSEAS LIAISON COMMITTEE OF THE AMERICAN COUNCIL ON EDUCATION PREPARED BY ROBERT D. LOKEN WHO IS NOW BANK STAFF MEMBER STOP WILL SEND COPY OF THIS REPORT ASAP STOP FOR BANK MISSION WILL BE STAFFED BY LOKEN FROM VAN DIJK'S DIVISION AND MCMAHON FMEA STOP WILL KEEP YOU INFORMED FURTHER PLANNING THIS MISSION AND WOULD APPRECIATE EARLY INDICATION UNESCO ~~AVAILABILITY~~ AVAILABILITY

REGARDS

LE BLANC

NOT TO BE TRANSMITTED

AUTHORIZED BY:
NAME Gabrielle Le Blanc:sm
DEPT. Education
SIGNATURE *G. Le Blanc*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)
REFERENCE:

CLEARANCES AND COPY DISTRIBUTION:

Messrs. Van Dijk
Loken

For Use By Communications Section

ORIGINAL (File Copy)
(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: *A*

OUTGOING WIRE

DATE: JUNE 6, 1973

TO: UNRSCG PARIS

CLASS OF SERVICE: TELETYPE

COUNTRY: FRANCE

TEXT: Cable No. 11 FOR MOYLLER

MISSION AND WOULD APPRECIATE EARLY INDICATION UNRSCG ~~WAS~~ AVAILABILITY
 DIVISION AND ROMANON PARS STOP WILL KEEP YOU INFORMED FURTHER PLANNING THIS
 REPORT WASH STOP FOR BANK MISSION WILL BE STAFFED BY LOREN FROM VAN ZIEK'S
 BY ROBERT D. TOLKIN WHO IS NOW BANK STAFF MEMBER STOP WILL SEND COPY OF THIS
 OF OVERSEAS LIAISON COMMITTEE OF THE AMERICAN COUNCIL ON EDUCATION PREPARED
 STOP MISSION WILL PARTICULARLY DISCUSS RECENT REPORT ON POLYTECHNIC MISSION
 AND PLANS COMM DEVELOPMENT PRIORITIES AND POSSIBLE PROJECTS FOR IDA FINANCING
 JULY STOP MISSION WOULD HAVE USUAL ASSIGNMENT OF REVIEWING EDUCATION POLICIES
 TO FOLLOW UP WITH CABLE TO BOTSWANA ANNOUNCING VISIT OF SAME MISSION EARLY
 SENT REPORT ASKING CLARANCE FOR MISSION END-JUNE IF REPLY POSITIVE HOPE
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 FOR ONE TO TWO WEEK RECONNAISSANCE MISSION IN JUNE/JULY TO ONE OR MORE OF
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REGARDS

LE BLANC

NOT TO BE TRANSMITTED

CLEARANCE AND COPY DISTRIBUTION

Messrs. Van Ziek
Loren

SECTION COMMUNICATIONS

JUN 9 1973

NAME: Gabriel le Blanc:am

POSITION: Ambassador

DISPATCHED

ORIGINAL (File Copy)

(URGENT) - See Secretariat Guide for preparing form

Checked for Dispatch

For Use by Communications Section



LI - UNESCO / IBRD Corp.
P. 1/2

JUN 1 1973

united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

place de Fontenoy, 75 Paris-7^e

1, rue Miollis, 75 Paris-15^e

adresse postale : B.P. 3.07 Paris

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

référence : ED/803/26-16493

24 May 1973

Dear Mr. Ballantine,

Subject: Draft minutes of the IBRD/Unesco meeting on
Technical Assistance in Bank assisted projects
in Education

We have now had enough time to check the draft minutes which you sent to us with your letter of 9 April. Your draft reflects well the major points of our discussions. I would like, however, to transmit a few comments we would like you to take into account when preparing the final text.

Para. 5 (c) - Since the purpose of our meeting was to improve our mutual capacity to provide effective technical assistance, we feel that the reference to "other staff" is out of place. We suggest the paragraph read:

"the need to develop further the capacity of Bank and
Unesco field missions to deal with problems of Technical
Assistance".

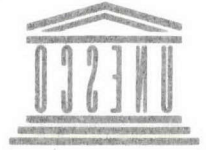
Para. 6 - We would suggest spelling out this point a bit more by adding "... tasks, taking into account available information on various activities carried out in the education sector of the country concerned; and..."

Para. 7 - Certainly Unesco's contribution in this regard, though subject to improvement, merits a more active "is", rather than the conditional "would be".

Para. 11 - As an often interested party, we think it would be appropriate to include mention of Unesco in the final sentence: "The purpose of such schedules would be to define to the satisfaction of the Bank, the borrower and Unesco, when it is involved in project implementation ..."

./.

Mr. D.S. Ballantine
Director
Education Department
I.B.R.D.
1818 H Street NW
Washington DC 20433
U.S.A.



United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

JUN 1 1973

LI - UNESCO / IERD

Handwritten notes

place de Fontenoy, 75 Paris-7e
1, rue Miollis, 75 Paris-12e
adresse postale : B.P. 3.07 Paris
téléphone : 366-37.37
cables : Unesco Paris
téléc : 37602 Paris

24 May 1973

référence : HD/803/26-16493

Dear Duncanson,
Subject: Draft minutes of the IBRD/Unesco meeting on
Technical Assistance in Bank assisted projects
in Education

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Handwritten mark

Stamp: RECEIVED JUN 1 1973

Mr. D.S. Ballantine
Director
Education Department
I.B.R.D.
1818 H Street NW
Washington DC 20433
U.S.A.

Para. 12 - It seems to us that the term "framework", which appears twice in this paragraph and later in a footnote to Annex 2, should be clarified, and the paragraph rearranged somewhat as a consequence. For example, it might read:

"The Bank's increasing attention to the need for the flexible definition of Technical Assistance inputs and costs in Loan and Credit Agreements would also be helpful. Such definition should specify the framework within which Technical Assistance were to be provided, in order to make clear the time frame and the objectives of the assistance; their relative priorities, interrelationships, and connections with other project components; minimum and maximum in-puts required; and an indicative budget ceiling. This framework would normally permit further refinements and adjustments, and in appropriate cases the person responsible for the management of Technical Assistance in the field would be responsible for working out such refinements and suggesting adjustments (see also paras. 17 and 18 below). This procedure and the increasing use of "piggy back" and retroactive financing for important Technical Assistance components would help to improve the quality of Technical Assistance inputs".

Para. 14 - While accepting that Unesco may be one of several potential executive agents, we prefer a slightly different formulation of the third sentence in this paragraph: "It would not preclude a decision by a borrower to entrust Unesco with the sole responsibility for Technical Assistance implementation".

Para. 17 - Since we presume that it may prove necessary to modify the recommended procedures from time to time and to make specific recommendations in some cases, we would suggest deleting the second sentence, replacing it with a footnote after "... follow procedures§ ..." to read "Such as those set out in the booklet Uses of Consultants by the World Bank and its Borrowers". The final sentence could be made more relevant to Unesco, we feel, by inserting "... permit variations by Unesco, when it is responsible for the technical assistance, in the means ..."

Para. 18 - Sub-point (a) appears imprecise. What Unesco should report on is: "(a) the actual implementation with reference to the forementioned framework." Likewise, sub-point (b) could be spelled out: "the quality of performance of the staff related to the project". Finally, we think the next sentence would be more accurate if it read: "This would be done within the framework of Bank and Unesco responsibility for project implementation and supervision."

Annexes - After further reflection on Unesco's two roles and on the division of labour within our own house, we would suggest that the two tables be revised as shown in the attached sheets.

I hope that these suggestions are helpful and acceptable to the Bank. We look forward to receiving several copies of the final text of the minutes as soon as they are available.

Yours sincerely,

For the Director of the
Division of Educational Policy
and Planning (EP)



N. Bodart

Technical Assistance in IDA/IBRD Education Projects

Role of UNESCO under Cooperative Program

STAGE OF PROJECT	PRE-PIM	PIM	PPM
TASK	Within available time ⁺ , assemble available data for briefing of PIM	(a) Broad identification of likely technical assistance needs and objectives for Sector and possible projects. (b) Tentative indication of possible means, rough time scale and order of costs where practicable at this stage.	(a) Initial definition of Technical Assistance objectives and components. (b) First draft provisional project implementation schedule.
PERFORMED BY			
EFD	Initiate inquiry	Preparation of PIM Report	Assist government in preparation of project request
EPP	Consolidate country information		Advise on presentation and costing
Sub.Div. ⁺⁺	Provide substantive inputs	Advise on content of T.A.	

+ Normal coefficient for PIM (60 man/weeks)

++ Includes EPP where appropriate

Technical Assistance in IDA/IBRD Education Projects:

Role of UNESCO as a Supplier of Technical Assistance Services⁺

STAGE	Proposals invited by Government	Contingent invitation to proceed received from Government	UNESCO/Government agreement signed for provision of T.A. Services	Implementation of UNESCO/Government agreement for T.A. Services
TASKS	(a) Submit proposals for meeting objectives (b) Provide detailed implementation schedule (c) Propose solutions for any unsolved issues (d) Indicate costs when requested	(a) Seek candidates (b) Negotiate UNESCO/Govt. agreement	Engage and brief consultants, including field manager if needed	Substantive and administrative backstopping Monitor and report on: (a) Progress (b) Quality (c) Possible adjustments where necessary (including minor adjustments in field)

PERFORMED BY:

EPP	Consolidate proposals	Negotiate agreement Check candidate pool with Bank		Coordinate TA services Negotiate project modifications, if necessary
Sub.Div. ⁺⁺	Provide substantive inputs	Seek and contact candidates	Engage and brief Team Members	Provide technical advice Undertake inspection missions
Field Manager	-	-		Suggest possible adjustments when needed

⁺ IDA/IBRD will normally exercise the following responsibilities:

- (a) After project appraisal and before stage 1, to agree the form of invitation and terms of reference with the borrower;
- (b) After credit or loan signature and before stage 3, to review proposals and agree terms of technical assistance agreement with borrower;
- (c) Before stage 4, to provide a framework within which project implementation will be conducted.

⁺⁺ Includes EPP where appropriate

February 7, 1972

Mr. W. van Vliet
Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
75 Paris-7e, France

Dear Van:

This letter is my promised response to two informal queries you made during my visit to Paris last week. First, you advised me that the Director General had decided to remove the salary of the Director of the Educational Financing Division from the account of the Cooperative Program. I said that I thought the Bank would regard this essentially as an internal matter of Unesco and would have no objection. I wish now to confirm this. I should add that we do not consider that this would make any difference in the operation of the program and had regarded the Director of the Division just as fully under the general direction of Unesco while on the cooperative account as we would under this new arrangement.

Secondly, you called my attention to a proposed new arrangement under which two additional functions would be brought into the Educational Financing Division and under the supervision of its Director although they would not be merged with the regular activities of the Cooperative Program and of the Educational Financing Division. These are (a) the funds in trust administration, currently estimated at \$15 million, destined for educational development projects in 17 countries, and (b) the ordinary program which I understand is devoted largely to review and comment, as appropriate by Unesco, on projects of the World Food Program and Unicef.

As I understand it, the ordinary program would be assigned 2 professional and 1 general service staff for the budget period 1971/72 and 3 professional and 1 general service for the budget period 1973/74. The funds in trust program would be assigned 3 professional and 2 general service staff for the budget period 1971/72 and 4 professional and 3 general service for the budget period 1973/74. I understand that the funding, staffing, personnel and administration of these two programs would be kept distinct from those of the Cooperative Program.

From our understanding of these two activities, it appears that they would be only marginally similar in character to the activities of the Cooperative Program and that in many respects they would be quite distinct.

As you know, we have for some time been concerned that the provisions for management and supervision of the work of the Cooperative Program have been minimal and have put a severe strain on the Unesco officers involved. Without any criticism of the persons involved, we have felt that on occasion the disparity between the workload and the provision for management may have had ill effects on the program.

We feel also that the expansion of the Cooperative Program to include posts in HEAD and EES, however beneficial to the program, has added an additional workload for the Director of EFD in maintaining liaison and coordination.

In our judgment, therefore, the inclusion of the disparate activities of the ordinary program and the funds in trust within the Educational Financing Division would create some confusion in the now clearly defined functions of that Division and would add additional management tasks which might well impair the efficiency of the Cooperative Program. For these reasons it would be the view of the Bank that this proposed arrangement would not be in the best interest of the Cooperative Program and we would hope that in your present reorganization some other arrangement could be found which would maintain the organization of the Educational Financing Division as defined in the original Cooperative Program Agreement and the Supplemental Agreement.

Sincerely yours,

Duncan S. Ballantine
Director
Education Projects Department

DSB:sfu

cleared w/ & cc: Mr. Hoffman

cc: Mr. Demuth

Ms. G. Le Blanc

April 3, 1973


S.J.G. Burt

Minutes of the IBRD/Unesco Technical Assistance Meeting, March, 1973

I have only two comments:

(a) The minutes refer often to the Bank Guidelines on Technical Assistance but are they not rather a draft document of the Education Department, not intended to supersede the Bank Guidelines for the Selection of Consultants.

(b) Para. 17 makes a cursory reference to the Guidelines for the Selection of Consultants and perhaps this should be made more clear since it indicates that the Bank retains the responsibility of approving individual members of the team (Section 4.1), the selection process needs to be based on a competitive process (Sections 4.3 and 7.1), and the consultants' work is subject to Bank supervision (Section 10.1), in addition to whatever supervision the field team may receive from its own headquarters.


SJGB:lm

Mr. S.J.G. Burt

April 2, 1973.

G. Pennisi

Minutes of the IBRD/UNESCO Technical Assistance Meeting
Comments

These minutes reflect the discussions we had with Unesco and may help in strengthening the procedures proposed during the meetings. I have only two comments of substance:

(a) The minutes refer often to the Bank Guidelines on Technical Assistance. What is the status of these Guidelines? I assume that they are still a draft document of the Education Department and that they do not intend to supersede the Bank Guidelines for the Selection of Consultants. In addition, had the Guidelines on Technical Assistance been approved and given to the staff of the Education Projects Division the Guidelines for the Selection of Consultants would still prevail in all those areas where there is contradiction between the two documents.

(b) Para. 17 makes a cursory reference to the Guidelines for the Selection of Consultants, whereas it should clearly remind Unesco that, according to these Guidelines, the Bank retains the responsibility of approving individual members of the team (Section 4.1), the selection process needs to be based on a competitive process (Sections 4.3 and 7.1), and the consultants' work is subject to Bank supervision (Section 10.1), in addition to whatever supervision the field team may receive from its own headquarters. Those references may clear up possible future ambiguities.

GP:mp

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OFFICE MEMORANDUM

TO: Mr. Bruce M. Cheek, Div. Chief (LCPED)

DATE: March 19, 1973

FROM: Aurelio Cespedes, Educator (LCPED)

SUBJECT: Technical Assistance - The Forthcoming Meeting with Mr. Lourie
Some Comments

Following your suggestion at the staff meeting on Monday, March 12, 1973, I reviewed the documents provided on technical assistance. My comments on Appendix 2 of the proposed agenda for the forthcoming meeting with Mr. Lourie are:

1. It appears that one of the main concerns of Unesco and Bank officials is how to build enough flexibility into the system of Technical Assistance (TA), so that it could be an effective instrument to assist our borrowers, in solving their problems in educational development. I share the view that this type of flexibility could be built by:

- (i) leaving sufficient scope in Loan and Credit agreements for answers to be found in the course of project implementation (para. 1 of Mr. Dunnill's memo to Mr. Calika, November 9, 1972);
- (ii) leaving, in the Loan/Credit agreement, open options for critical decisions that should be taken by the borrower and not by Bank/Unesco or any other agency. These options refer to the training of the specialists (short, mid, long-term) and the number and types of fellowships. Of equal importance is to give due consideration to individual vs team technical assistance.
- (iii) providing a global amount of the Loan/Credit (perhaps some 20-30% of the cost of the technical assistance) so that the borrower can use such an amount in meeting needs which might have been identified during appraisal; and
- (iv) discussing the technical assistance program in accordance with the Bank and Unesco guidelines at an early stage in the identification of the project (PIMs and PPMs) so that the borrowers could start to digest such a program long before appraisal.

2. A second problem that should be discussed with Mr. Lourie is the management of technical assistance. Problems concerning the management of TA are related either to Unesco, as executing agency, or to the borrower.

A. Among those problems related to Unesco the following merit some discussions.

- (i) Unesco staff are not clear as to what is or is not eligible for consideration in the context of a

March 19, 1973

Bank project (para. 5(e) of Dunnill's memo of December 19, 1972);

- (ii) Unesco staff would like to have more freedom in the decision making process; and
 - (iii) Unesco will need to organize a supervision program for the UNDP/Unesco projects;
- B. Problems related to the borrower:
- (i) the borrower country is sometimes a passive acceptor and needs early information and some "pushing;"
 - (ii) the provision of local counterparts is usually a limiting factor for the success of TA. The need for this provision should be discussed with the borrower at an early stage; and
 - (iii) the absorptive capacity of the borrower which relates to (B(ii)) is not usually properly assessed during appraisal.

3. It seems to me that the problems outlined in paragraphs 1 and 2 are well covered in the revised draft agenda for the Unesco/IBRD meeting of Appendix II. Needless to emphasize the importance of Pre-appraisal procedures for correcting some of the failures of the TA system (part I). In part III (a), Loan and Credit Agreements, it would be useful to stress during your discussion with Mr. Lourie the " . . . Balancing need for clarity and precision with need for flexibility. . ."

4. The question of quality technical assistance, seems to be an overall concern in the countries I have visited. I think the matter could be discussed in connection with salaries, recruitment procedures and in-service training courses for the continued upgrading of the "experts." Because of this problem of quality of TA, the Colombian government suggested to Unesco (1970) that the possibility for having qualified local educators on the payroll of the TA program should be considered. But, so far as I recall, no answer was given to this query. I think that some consideration should be given to the definition of who is a "specialist," and again, what kind of flexibility should be built into the TA system so that qualified local educators and administrators can be fully utilized.

ACespedes:mp

cc: Messrs. Calika, Ballantine, Dunnill, Burt, Stewart, van Dijk, Lethem, Thoolen, Vidalon

INTBAFRAD WSH

LI UNESCO/IBRD Corp.
Log 92 *ping*

INCOMING TELEX

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UNESCO Z PARIS

FEB 20 1973

FEB 20 12 58 PM 1973

COMMUNICATIONS
SECTION

WU TELEX FROM PARIS

FEBRUARY 20, 1973

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Distribution

Mr. Ballantine

INTBAFRAD WASHINGTONDC

BALLANTINE 3665

DUE IMPORTANT PROGRAMME REVIEWS LOURIE AND VANVLIET UNABLE
PARTICIPATE TA WORKING PARTY 12 TO 16 MARCH SUGGEST WEEK
BEGINNING 19 INCLUDING IF POSSIBLE ALL REGIONAL DIVISION
CHIEFS STOP PLEASE PHONE;

MOLLER UNESCO "

phoned
confirm 19 March week OK

ENVOI UN FIN

⊠

INTBAFRAD WSH

UNESCO Z PARIS

LI - UN ACC Sub-Committee on Education
UNESCO/IBRD Coop Prog
CCLE - Sub-Committee on Educational Planning
CCLE - ACC/DAE

OFFICE MEMORANDUM

TO: Files

DATE: February 7, 1973

FROM: D. S. Ballantine *YOB*

SUBJECT: Mission to Paris: January 28 - February 2, 1973

The purposes of this mission were:

- (a) to attend the meeting of the revived ACC Sub-Committee on education,
- (b) to discuss various matters of the IBRD/Unesco Cooperative Program with Unesco,
- (c) to meet with Mr. Poignant of the IIEP regarding the evaluation research project which has been discussed between the Bank and IIEP, and
- (d) to discuss various matters with members of the OECD.

ACC Sub-Committee on Education

A former Sub-Committee on Education having died, apparently from strangulation under UN bureaucratic procedures, this meeting was the first step in an attempt to revive the Sub-Committee, the need for which was agreed by all parties. It was clear that Unesco was particularly anxious to see the Sub-Committee revived and willing to put an effort into it. The agenda of the meeting was divided into two groups of subjects - those of more comprehensive and developmental scope which were of particular interest to the Bank and those which arose directly out of relations between the UNDP and the specialized agencies. In the first category were questions of inter-agency missions, educational development strategy and with these the contribution of the report of the (Faure) International Commission on Education. The second group of questions related to matters such as the role of science and technology, training fellowships and educational provision for refugee groups.

The substantive conclusions of the Sub-Committee are set forth in the attached preliminary report which also recommends that the Sub-Committee should continue to meet about once a year, makes some suggestions for inter-sessional work and proposes also that the Office for Inter-Agency Affairs in Geneva act as secretary for the Sub-Committee.

Cooperative Program

With Messrs. van Vliet and Moller, I discussed the 1974 budget and work program as it applied to the Cooperative Program and in particular, ways in which the capabilities of the Unesco's Educational Financing Division could be increased. I urged that recruiting for vacant positions

be intensified and that we also take a hard look at the manpower now being devoted to special studies and consider whether the continuation of the studies was still a high priority under the circumstances following the Bank reorganization. On the first point Mr. van Vliet was not optimistic but agreed that they would make every effort to fill vacant posts as rapidly as possible subject only to the need to maintain high standards of selection.

A separate meeting was held with representatives of the responsible divisions on the special studies now under way. Mr. Naijman, who is responsible for the teacher training study, summed up the general position of all of the divisions with regard to the studies.

- (a) They hope to complete the teacher training and curriculum studies (less enthusiasm was shown for the programmed instruction study).
- (b) These divisions recognize that the original purpose of the Supplementary Cooperative Program had been to widen participation in the program by members of Unesco. They have no objection, therefore, to substituting participation in operational missions of the Cooperative Program for special studies work.
- (c) It must be recognized, however, that more advanced notice of the mission schedule was needed and also that if opportunities to participate fell short of the number of manweeks owed by them to the Cooperative Program, they would have to meet the shortfall from their own budgets and for this they had no funds.

It was agreed that the first step would be to determine the status of the studies currently under way. For this, each division would submit to Mr. van Vliet:

- (a) an up-to-date account of manweeks already spent on the studies,
- (b) an estimate of the manweeks needed to complete the studies,
- (c) a target date on which the studies might be completed, and
- (d) a technical note on substantive questions and problems encountered in the studies.

Mr. van Vliet would attempt to provide improved forecasts of operational requirements of the Cooperative Program based on discussions with the Bank. A decision would then be taken whether to abandon or complete the three studies under way. Finally, broader discussions would be held in the future regarding the experience of the Supplementary

Program thus far and the best uses to which the six posts might be put, including possible abolition of some of them.

With respect to the 1974 budget, the preliminary conclusion was that with a modest additional use of consultants the aggregate capability of the Educational Financing Division would roughly meet the needs indicated by the Bank's Regional Education Project Divisions. Mr. Moller would visit the Bank the week of February 12 to work this out in detail with those divisions.

I also discussed with Mr. M'Bow his proposed visit to Washington and agreed to try and ascertain a suitable date. A separate note has been prepared on this question.

With Mr. Lourie, it was agreed that we would try to resume our discussions on technical assistance in Washington during the first half of March. Education Division Chiefs may wish to take note of this.

We also discussed ways in which members of the Bank's Education Department might be involved more closely in Unesco's project identification and sector study work. It was agreed that as a first step, we would attempt in selected cases to join in the discussions following the return of the mission when the major findings, conclusions and strategy and project recommendations were being worked out.

OECD

At OECD I talked with Messrs. Gass, Kahnert and Vincent and Ms. Wolfson. Mr. Gass indicated that with regard to the possibility of an OECD sector review of education in Brazil, the OECD could not undertake this operationally. He offered to place at our disposal the guidelines and methodology for the OECD type review. I indicated that if OECD could not undertake it as an operation, we would not wish to press the matter further. He also indicated that it would not be possible for OECD to accept non-member countries into the courses being offered by the Education Management Center directed by Mr. Per Dallin. He did suggest that the Bank lay out a program of what it wished to do and then ask OECD what it could fit in, possibly from the DAC or possibly from the Development Center. The constraints for OECD would be first, that as already indicated, it could not directly service non-member countries and secondly, the problem of resources. I stated that the Bank would expect to provide funding for any substantial contribution to its activities.

Mr. Gass mentioned that OECD was beginning development work on its indicators project and wondered whether the Bank would wish to take a share of the task, perhaps for some non-member countries of OECD. I stated that we hope to be represented at the forthcoming seminar on indicators in April at which time we could take a look at the idea.

OECD together with the US Department of Health, Education and Welfare (Selma Mushkin) is planning to hold a seminar in Washington, March 20-21, on the subject of recurrent education. If the Bank is interested, its participation would be welcome. I indicated that we would like to attend. Finally, I agreed to send Mr. Gass a short note on our education research program as embodied in the Department's work program.

IIEP

I visited Mr. Poignant at the IIEP with the expectation of discussing the research project on evaluation which, it has been proposed, might be conducted by IIEP. Since Mr. Poignant had not been briefed on the project, I could only bring him up to date on the prospects of availability of funds which are (for April) possible and (for FY 1974) good.

Att.

cc: Messrs. Baum, Demuth, Burt, Cheek, van Dijk, Lethem, Stewart

DSB:jsc

NOTE FOR THE RECORD

1. A meeting was held on 1 February 1973 to discuss the studies currently being undertaken by various units in Unesco's Education Sector under the Supplementary Cooperative Programme between Unesco and the World Bank. The following participated in the discussion:

- Mr. Duncan S. Ballantine, Director, Education Projects Department, IBRD
- Mr. H. Dieuzeide, Director, Division of Methods, Materials and Techniques (MMT)
- Mr. D. Najman, Director, Division of Training of Educational Personnel. (TEP)
- Mr. R. Ochs, Director, Division of Curricula and Structures (CUR)
- Mr. W. van Vliet, Director, Educational Financing Division (EFD)

The studies currently in progress are as follows:

- . Evaluation of institutions for the training of secondary school teachers (TEP)
- . Feasibility of programmed instruction (MMT)
- . Establishment of curriculum development centres (CUR)

Bank views

2. Mr. Ballantine explained that the Bank had some doubt about the relative priority of this programme of studies with respect to operational requirements. The Bank is currently operating under a very tight budget whilst at the same time the pressure to expand operations in the field of education is increasing, hence the need to use all available resources for operational activities. Further, within the Bank all studies and research activities are to be financed from a central research fund and a central research committee will decide in future on all studies and activities to be undertaken or financed by the Bank. Consequently, his own Department was no longer free to allocate Bank resources for studies. It was, therefore, essential that the studies being undertaken by Unesco should stay within the limits of available staff time and that, in any case, the Bank could not participate in the financing of travel or of contracts for consultants. Mr. Ballantine said that at this stage he had no specific proposals to make but that he welcomed this opportunity to explore the position, with a view to making the best use of the three posts which are being financed in part by the Bank.

.../...

cc. Messrs. M'Bow, Knapp, Spaulding, Platt
Dieuzeide (2), Najman (2), Ochs (2), Moller, Magnen, van Vliet
Ballantine, IBRD (3)

Unesco views

3. For Unesco, it was pointed out that participation in missions organized under the Cooperative Programme had occurred even before the supplement to the programme had been signed. It was felt that such participation was useful because the staff from other units in the Education Sector could make an effective contribution to the Cooperative Programme and, conversely, would benefit by familiarizing themselves with the methods of analysis used in this programme. The supplementary agreement was designed to make this participation more systematic. Accordingly, each of the three Divisions concerned would be ready to make an increased contribution to the operational activities under the joint programme.

4. However, in order to make an effective contribution it would be essential for them to know the requirements ahead of time. This was particularly necessary since past experience showed that at one time there might be a considerable demand for their resources whilst at other times they were seldom invited to participate in missions organized either by EFD or by the Bank. Since each Division head was responsible for carrying out his own Unesco programme, often under considerable pressure, they need to know well in advance whether requests for participation in missions would be forthcoming. In this connection it was pointed out that cash reimbursements per mission were not helpful because they did not allow the Divisions to cope with an increased workload. Finally, with respect to the posts established under the Supplementary Cooperative Programme, the cost of which would be reimbursed by the Bank on the basis of actual services rendered, Unesco would have to pay the deficit if a particular Division did not provide 12 man/months per year.

5. With respect to the specific studies, the following general information was provided:

- (a) it was felt that the study on the evaluation of institutions for teacher training would have to be completed in any case whether or not the Bank would contribute to its financing;
- (b) as regards the study on curriculum development centres it was felt that such a study could make a direct contribution towards the Cooperative Programme since, in a number of cases, Project Identification Missions had recommended the establishment of this kind of centre;
- (c) the study on programmed instruction could not be carried out without consultants, travel and meetings. Unesco would therefore look elsewhere for the extra financing required. However the Division concerned felt that it would be quite possible to produce other studies that could be of direct relevance to the Cooperative Programme.

Conclusion

6. The following was agreed:

- (a) the Division Directors concerned will prepare a brief interim report giving the status of each of the studies presently in progress. Their report will include a brief description of the

.../...

scope of the study, the total amount of manpower that has been used up until now for the study, the manpower still to be used for completion of the study, and the expected deadline for producing the first draft of the study;

- (b) the Unesco Divisions concerned would be prepared to increase their participation in operational activities, provided always that they receive a reliable forecast for the demand for their services;
- (c) in the light of (a) and (b) above, consideration should be given to the problem of how to use Unesco's manpower resources in the most efficient manner.

✓ L.I. UNESCO/IBRD Comp. Proj.
 cc L.I. FAO/IBRD Comp. Proj.

Messrs. D. S. Ballantine and S. H. McIvor

January 12, 1973

C. P. van Dijk

Eastern Africa Regional Office Needs for UNESCO and FAO Cooperative Program Assistance, With Special Reference to the Need for Agricultural Educators

With reference to your request for an indication of the need for the services of agricultural educators and to enable you to distribute the overall UNESCO and FAO resources over the five Regional Offices in accordance with our needs, I am giving you below a summary of our Sector Survey, Project Identification and Project Preparation program for the second half of FY 73 and for FY 74. I have added the need for agricultural educator-consultants at Bank appraisal missions during the same period. You will see that our program is so substantial that a cutback is inevitable, but for the present my estimates of staff requirements are based on this program.

<u>Country and LP Year</u>	<u>Activity Date</u>		<u>Need for Agricultural Educators</u>
	<u>FY 73</u>	<u>FY 74</u>	
1. <u>Sector Missions:</u>			
Kenya III (FY 75)	3-9/73		Agricultural educator plus rural training specialist (non-formal)
Uganda III (FY 75)		7-12/73	-ditto-
Zambia IV (FY 77)		9/73-3/74	-ditto-
Probably:			
Botswana (FY 76)			Agricultural educator
Lesotho (FY 76)		5/4/74	
Swaziland (FY 76)			
2. <u>Identification Missions:</u>			
Swaziland (FY 75)		7-10/73	Agricultural educator
Senegal (FY 75)	1-2/73		Agricultural educator
Tanzania (FY 75)		11-12/73	Agricultural educator
Zaire (FY 75)		8-9/73	Agricultural educator
Sudan (FY 75/76)		11/73	Rural training specialist

<u>Country and LP Year</u>	<u>Activity Date</u>		<u>Need for Agricultural Educators</u>
	<u>FY 74</u>	<u>FY 75</u>	
3. Preparation Missions:			
Ethiopia IV (FY 74)	6/73	7-8/73	Agricultural educator and rural training specialist
Madagascar II (FY 74)	4/73		Rural youth training
Malawi (FY 74)		7-8/73	Agricultural educator
Kenya (FY 75)		10-11/73	Agricultural educator and rural training specialist
Rwanda (FY 75)		11/12/73	Agricultural educator
Somalia (FY 75)		8/73	Agricultural educator
Tanzania (FY 75)		4/74	Agricultural educator
Uganda (FY 75)		5/74	Agricultural educator
Zaire (FY 75)		3/74	Agricultural educator
Sudan (FY 75/76)		3/74	Rural training specialist
4. Assistance to Bank Appraisal Missions:			
Ethiopia IV (FY 74)		8-9/73	Agricultural educator/rural training specialist
Madagascar (FY 74)		7-8/73	Rural youth training
(Malawi (FY 74))		9-10/73	Bank staff
(Kenya (FY 75))		2-3/74	Bank staff
Rwanda (FY 75)		3/74	Agricultural educator
Somalia (FY 75)		11-12/73	Agricultural educator
(Tanzania (FY 75))		6/74	Bank staff
Zaire (FY 75)		4-5/74	Agricultural educator

In the few cases where I have indicated "Bank staff," I think that the work of the agricultural educator can be done by staff from my division. In all other cases outside assistance is needed. You will see

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that for complicated missions (such as the sector missions to Kenya, Uganda and Zambia and the preparation mission to Ethiopia), I have indicated the need for an agricultural educator and a rural training specialist (non-formal). For smaller missions I have only mentioned an agricultural educator but he should be able to deal both with formal agricultural education and with non-formal rural training.

cc: Messrs. Kirmani, Adler, Barry, Rosloffs

CPvonDj:hy

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WELCOME OPPORTUNITY DISCUSSION COOPERATIVE PROGRAMME MATTERS
SECUNDO ON BASIS ANALYTIC PROVISIONAL REPORT SENEGAL HAVE
PREPARED SHORT EFD POSITION PAPER INCLUDING CONCRETE PROPOSALS
FOR PROJECTS STOP THIS INTENDED AS INTERNAL WORKING PAPER FOR
BANK AND UNESCO STAFF STOP AIRMAILING YOU COPY TUESDAY STOP
MAGNEN AVAILABLE FOR PARTICIPATION RECONNAISSANCE VISIT
SENEGAL FIVE FEBRUARY*

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P. 108

Mr. S.N. McIvor

January 5, 1973

Francis J. Lethem *R*

UNESCO/FAO Cooperative Program
Summary of present operations

January

Gabon: J. Crosnier to join Unesco PIM mission from January 22 for three weeks plus two weeks (till February 23) report writing Paris. Additional work, if any, to be done in Washington. Crosnier might visit Unesco again to finalize Gabon report on his way to Sénégal about April 23. We also wish to know when Unesco intends to complete report.

Sierra Leone: We don't know mission departure date. Mr. Nissenbaum, as agreed with Mr. Moller in Washington, would overlap with the mission in the field for its last two weeks. We also wish to know when Unesco intend to complete report.

February

Sénégal: In view of difficult policy decisions required from Government on basis Unesco planning mission, intend to send Wilson to Sénégal February 5 for one week to discuss possible project content and prior decisions required. Participation of Magnen would be appreciated so that both could proceed from there to Mauritania.

Mauritania: As agreed in principle Magnen and Wilson would visit Mauritania between February 12-16 to discuss recommendations of PIM report with which we agree and which should serve as basis for Combined Preparation and Appraisal mission to start on February 19. I hope to join these discussions on the 13th or 14th on my way to Nigeria negotiations.

Mauritania: As confirmed by you to Unesco we wish early advice on participation of a Unesco architect and of Mr. Bourgeois (four weeks in field plus probably three weeks report writing Washington, D.C.). We still need FAO's confirmation that they are making an educator available for same mission, also up to April 6. The item relates to training of extension workers to become part of a permanent staff to help farmers in water management of

an irrigation scheme. It also involves support to the Unesco radio specialist to deal with the rural aspects of the educational programs. It may also involve examination of the prospects of functional literacy for other agricultural schemes under consideration.

Dahomey: We have requested Mr. Lazarev (FAO) from February 19 to March 31 and Mr. Motel (ILO) for one week in the field.

March

Sénégal: As cabled to Unesco, we will need to separate the Preparation from the Appraisal of the proposed project. Tentatively we should schedule the PPM visit (hopefully with Buzenet, Aujame as in Mr. Moller's outline schedule) plus an economist to visit Sénégal March 26 - April 20. We might also tentatively schedule participation by FAO to follow-up on the cooperative aspects of agricultural training, but only after approval by our agriculture division colleagues.

April

None

May

Dahomey: Tentatively we should schedule Dahomey PPM. I promised Werner to advise him no later than the first week of April, on the basis of Germanacos' visit, whether this mission should take place.

June

Ivory Coast: I have tentatively scheduled a discussion of the Sector report, due in May, for early June followed by a PPM. Its probability is related to that of the Sector report to be issued in May.

General: Unesco accounting of travel expenses

I am wondering whether where Unesco participates in a joint mission with us we are paying for their full subsistence and travel costs. In view of the regional division's budgetary constraints it seems logical that if in such missions they travel according to Bank regulations (with which I agree), we should be credited for the amount

equivalent to the Unesco regulations (tourist class ticket plus UN per diem). Please note that when Mr. Grosnier participates to the Unesco FIM in Gabon our budget fully supports the cost (and this is a Unesco mission).

cc: Messrs. Pouliquen, Gillette, A. Davis, Steckhan, Christoffersen,
Huber, Gué, Tsantis

FJL:ml

LI UNESCO/IBRD Corp. Page

Form No. 27 (3-70)

INTERNATIONAL DEVELOPMENT ASSOCIATION

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE CORPORATION

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TO: UNESCO PARIS

DATE: JANUARY 2, 1973

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COUNTRY: FRANCE

TEXT: TEN
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FOR MOLLER

AAA REQUEST TWO WEEK EXTENSION ANDERSEN VISIT FOR IRAN SUPERVISION INCLUDING ONE WEEK REPORT WRITING WASHINGTON STOP BBB REREQUEST ARCHITECT MAURITANIA ARRIVING FROM PARIS DIRECTLY NINETEEN FEBRUARY SIXTEEN MARCH FIELD PLUS THREE WEEKS REPORT WRITING WASHINGTON STOP CCC REQUEST SENIOR TECHNICAL EDUCATOR REPEAT SENIOR FIFTEEN DAYS MAURITANIA TWENTYSIX FEBRUARY NINE MARCH REINFORCEMENT AND ASSISTING BANK TECHNICAL EDUCATOR STOP NO REPORT WRITING NECESSARY STOP DDD APPRECIATE RECEIVING DETAILS UNESCO/UNICEF UPPER VOLTA PRIMARY EDUCATION PROJECT REGARDS HAPPY NEW YEAR

McIVOR

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NAME S. Noel McIvor
DEPT. Education
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